DOCUMENT RESUME

ED 227 708 FL 013 589

| | |
|---|---|
| TITLE | Communication Skills: A Practical View. Volume I. Teacher Edition. Applied Basic Curriculum Series. |
| INSTITUTION | Evaluation, Dissemination and Assessment Center, Dallas. |
| SPONS AGENCY | Department of Education, Washington, DC. |
| PUB DATE | 82 |
| NOTE | 128p.; Incorporates a separately available student edition; For related documents, see FL 013 590-591. For Spanish version, see FL 013 592-594. |
| AVAILABLE FROM | Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas, TX 75204 ($2.50; student edition $2.25). |
| PUB TYPE | Guides - Classroom Use - Guides (For Teachers) (052) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Communicative Competence (Languages); Cultural Education; *English (Second Language); Fine Arts; Food Service; Intermediate Grades; Language Skills; *Learning Activities; Listening Skills; Nonverbal Communication; Reading Skills; Second Language Instruction; Speech Communication; Technology; Writing Skills |

ABSTRACT

The communication activities described in this guide for English as a second language students emphasize functional competence over passive knowledge and focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning. This is the first of three volumes with communication activities for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. This volume includes components on (1) shopping for careers (with sections on catering to the guests in a restaurant, preparing a balanced and nutritious meal, and shopping); (2) our advanced technology; and (3) fine arts and humanities. Student material contains narratives, cartoons, games, and other projects of high interest and low readability. Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. (NCR)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

APPLIED BASIC CURRICULUM SERIES

# Communication Skills

## a practical view

Teacher Edition

Volume I

ED227708

FL013589

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

EDAC

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Evaluation, Dissemination and Assessment Center-Dallas

# Communication Skills

## a practical view

VOLUME ONE

The project reported herein was performed pursuant to a Grant from the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement of the U.S. Department of Education should be inferred.

This publication was printed with funds provided by Title VII of the Elementary and Secondary Education Act of 1965, as amended by Public Law 95-561.

Published by
**Evaluation, Dissemination and Assessment Center—Dallas**
Dallas Independent School District
Dallas, Texas 75204
(214) 742-5991

COPYRIGHT © 1982

# Contents


| | Teacher | Student |
|---|---|---|
| INSTRUCTIONAL APPROACH | i | - |
| COMPONENT I - SHOPPING FOR CAREERS | 1 | 1 |
| OVERVIEW, GOALS, LEARNING SECTIONS | 3 | - |
| Section One: Catering to the Guests at El Quetzal Restaurant | 7 | 4 |
| Implementation Guidelines | 8 | - |
| Student Activity Material | 11 | 5 |
| Home and Community | 16 | 10 |
| Evaluation | 17 | 11 |
| Evaluation Key | 17 | 11 |
| Section Two: How to Prepare a Balanced and Nutritious Meal | 21 | 14 |
| Implementation Guidelines | 22 | - |
| Student Activity Material | 23 | 15 |
| Home and Community | 26 | 18 |
| Evaluation | 27 | 19 |
| Evaluation Key | 29 | - |
| Section Three: Let's Go Shopping | 33 | 22 |
| Implementation Guidelines | 34 | - |
| Student Activity Material | 35 | 23 |
| Home and Community | 41 | 28 |
| Evaluation | 42 | - |
| Evaluation Key | 42 | - |
| COMPONENT II - OUR ADVANCED TECHNOLOGY | 43 | 29 |
| OVERVIEW, GOALS, LEARNING SECTIONS | 45 | - |
| Section One: Communications in the Future | 49 | 33 |
| Implementation Guidelines | 50 | - |
| Student Activity Material | 51 | 34 |
| Home and Community | 57 | 40 |
| Evaluation | 58 | - |
| Evaluation Key | 58 | - |

| | | |
|---|---|---|
| Section Two: Choosing the Communication Style. . . . | 61 | 43 |
| Implementation Guidelines. . . . . | 62 | - |
| Student Activity Material. . . . . | 63 | 44 |
| Home and Community . . . . . | 74 | 52 |
| Evaluation . . . . . | 75 | 53 |
| Evaluation Key . . . . . | 77 | - |
| Section Three: The Colorful World of Communications and Media . . . . . | 81 | 56 |
| Implementation Guidelines . . . . . | 82 | - |
| Student Activity Material . . . . . | 83 | 57 |
| Home and Community . . . . . | 92 | 63 |
| Evaluation . . . . . | 95 | 66 |
| Evaluation Key . . . . . | 97 | - |
| COMPONENT III - FINE ARTS AND HUMANITIES . . . . . | 99 | 68 |
| OVERVIEW, GOALS, LEARNING SECTIONS. . . . . | 101 | - |
| Section One: Late Again! . . . . . | 105 | 72 |
| Implementation Guidelines. . . . . | 106 | - |
| Student Activity Material. . . . . | 109 | 73 |
| Home and Community . . . . . | 116 | 79 |
| Evaluation . . . . . | - | - |
| Evaluation Key . . . . . | - | - |
| Section Two: But, Judge . . . . . | 119 | 81 |
| Implementation Guidelines . . . . . | 120 | - |
| Student Activity Material . . . . . | 121 | 82 |
| Home and Community . . . . . | 124 | 84 |
| Evaluation . . . . . | 125 | 85 |
| Evaluation Key . . . . . | 128 | - |
| Section Three: A Trip through Scandinavia. . . . . | 131 | 90 |
| Implementation Guidelines. . . . . | 132 | - |
| Student Activity Material. . . . . | 135 | 91 |
| Home and Community . . . . . | 138 | 94 |
| Evaluation . . . . . | 139 | 95 |
| Evaluation Key . . . . . | 140 | - |

# INSTRUCTIONAL APPROACH

The activities in Communication Skills: A Practical View are intended for the intermediate grades. Each of the three volumes of the series has three components which can be structured and combined to meet the needs of both students and teachers. The components are composed of interchangeable, independent activities that can be closely correlated with the basic language arts curriculum. The activities are designed to emphasize functional competence over passive knowledge and to focus on verbal strategies which enable students to interact. Communicative competencies are highlighted through stress on developmental levels (listening, speaking, reading, and writing) and nonverbal communication, as well as on culture as a component of language learning.

Although the three components in each volume are numbered, this does not indicate sequence or level of difficulty. This sequence represents only one possible combination of activities. Student material contains narratives, cartoons, games and other fun projects of high interest and low readability.

Exercises, worksheets, and evaluations are included, along with a detailed procedure section to guide teachers in the implementation of the lesson. It is hoped that teachers will find these supplementary materials interesting, innovative, and motivational.

# Component 1

Section One

Section Two

Section Three

# SHOPPING FOR CAREERS

# OVERVIEW

This component is designed to give the students the opportunity to relate work activities of selected careers in the Consumer and Homemaking Cluster to the Language Arts skills.

Section one deals with aural-oral skills and presents a work-related activity which involves following directions and then explaining the same directions or processes.

Section two deals with words of order in relation to a brief narrative dealing with a research nutritionist preparing a balanced meal.

The third section presents a mini-catalogue and business letter which the students must complete.

# GOALS

| | |
|---|---|
| LISTENING-SPEAKING: | The students will demonstrate their critical listening abilities by following directions of three or more steps and will then demonstrate their abilities to give directions orally by explaining the above process with 80% accuracy. |
| READING: | The students will identify words of order and how they affect sentence meaning. |
| WRITING: | The students will follow directions by filling out selected forms. |

# LEARNING SECTIONS

*SECTION 1. Catering to the Guests at El Quetzal Restaurant*

*SECTION 2. How to Prepare a Balanced and Nutritious Meal*

*SECTION 3. Let's Go Shopping—Let Your Fingers do the Talking*

# COMPONENT I

## Section One

# Section One

4

# Catering to the Guests at El Quetzal Restaurant

## Learning Objective

*Given a monologue focused on the Consumer Homemaking career of food service supervisor, the students will demonstrate their abilities of critical listening by following directions of three or more steps and will then demonstrate their abilities to communicate directions orally by explaining the directions or process orally. The students will perform with 80% accuracy on the component post assessment.*

## Key Words

- food service supervisor
- pampered
- dinnerware
- flatware

## Domains and Levels

| | |
|---|---|
| Cognitive | Knowledge, Comprehension, Application |
| Affective | Receiving, Responding |

## Materials

- illustrations
- placemat
- dinnerware
- flatware
- 2 glasses
- napkin

7

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - The students should be made aware that they are about to participate in a compound activity which will encompass listening and speaking skills. They should also be told what is expected of them: (a) they are to listen very carefully to directions and then respond to questions based on the explanation, and (b) they must then explain as they perform a given process- in this case the setting of a table.

*STEP II* - It might prove beneficial to explain to the students the difference between merely hearing and critical listening.
Definitions:
Hearing: the process, function or power of perceiving sound; the special sense by which noises and tones are received as stimuli.
Listening: the process of paying attention in order to hear.
These definitions can be elaborated by giving concrete examples: I can hear the cars passing by as I am listening to the beat of my new disco record.

*STEP III* - The enclosed narrative should be read to the students. The narrative should be read at an instruct-level pace with clear pronunciation and enunciation. (This is an oral language model.) It would be very helpful if the teacher taped the narrative to facilitate multiple class presentations. A hint for adding interest to the tape is to introduce a few seconds of interesting sounds that can be heard as one enters a busy restaurant. Such sounds as people talking in small groups, the shuffling of chairs, background music, and the delicate clinking of silverware and glasses can create a touch of realism for the narrative.

*STEP IV* - The following type of questions can be used to verify if the students have been listening.

Q. Step one is to put a placemat on the table.

Response: yes no

Q. Step two is to put a table cloth over the placemats

Response: yes no

# IMPLEMENTATION GUIDELINES

Q. The glasses go on the right side of the dinnerware, starting from smallest to largest.

Response: yes no

Q. Finally, a fresh clean napkin should be placed on the chair

Response: yes no

*STEP V* - Ask the students to take the paper plates, glasses and flatware and have them practice setting the table according to the narrative and illustrations.

*STEP VI* - Ask the students to give a process demonstration, concurrently explaining what they are doing. (Look for use of words of order ).

*STEP VII* - Prior to presenting the students with the oral narrative, the following occupations can be mentioned as representative examples of this cluster: food specialist, dietician, food chemist, consumer service specialist, fashion designer and finance specialist. All these careers, plus the one highlighted in the component, require the language skill of following and giving directions. For example, a fashion designer must follow the directions and specifications given by the clients and must also be able to give directions to the people who sew the clothes.

*STEP VIII* - The Home and Community activity may be assigned if there is enough time.

Catering to the Guests at El Quetzal

There are times when the table and food must be special. At the Quetzal, it is our way to let the guests know that we care. A beautiful table invites our guests to join in a celebration.

The setting is El Quetzal Restaurant. In the background, sounds of a busy restaurant can be heard.

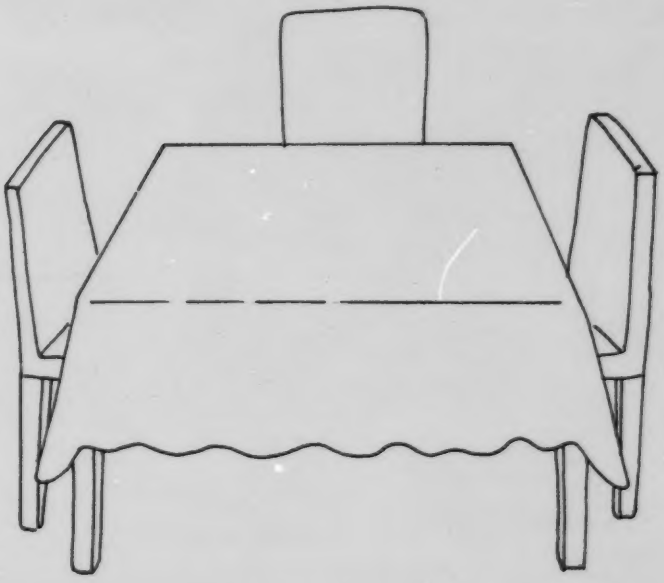
Voice in background: How many in your party, please? Thank you. This way, please.

Narrator: I am Hector Chavana. I am the food service supervisor here at El Quetzal. In my job, one must learn to follow instructions, as well as be able to give them.

As students from Mónico's Restaurant Management School, you are invited to listen while I teach you how we set a table in our restaurant.

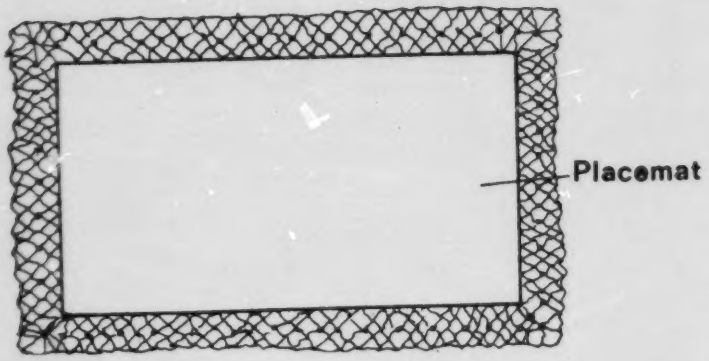
Let's start with a basic idea — The guests are the most important thing for us. We are here to make them feel welcome and pampered. Small details count a lot. That is why we place such great importance on the table setting. Now pay close attention to the following steps needed to set a table:

**Step I**



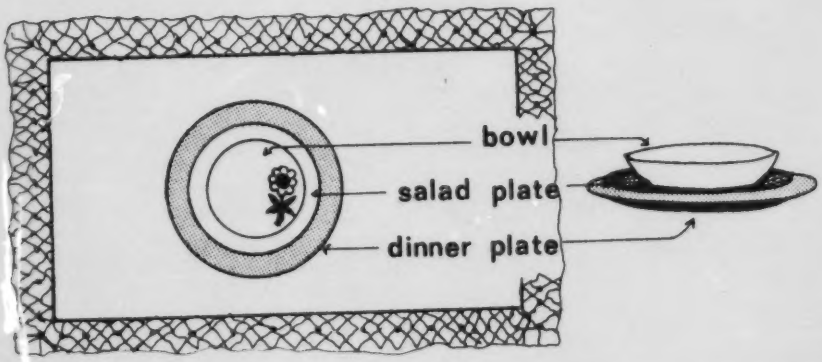
First, place a clean tablecloth on the table. Be sure that it is even on all sides.

**Step II**



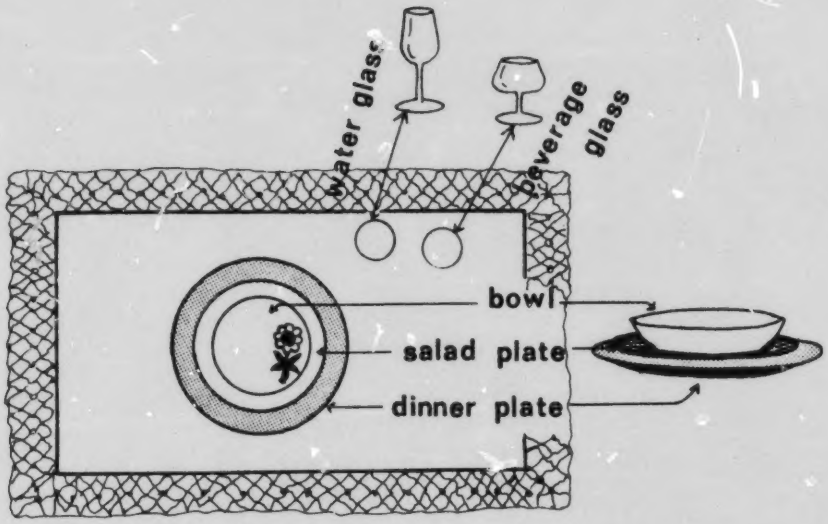

Next, place a clean place mat on the table. Be sure that it is also evenly placed.

**Step III**



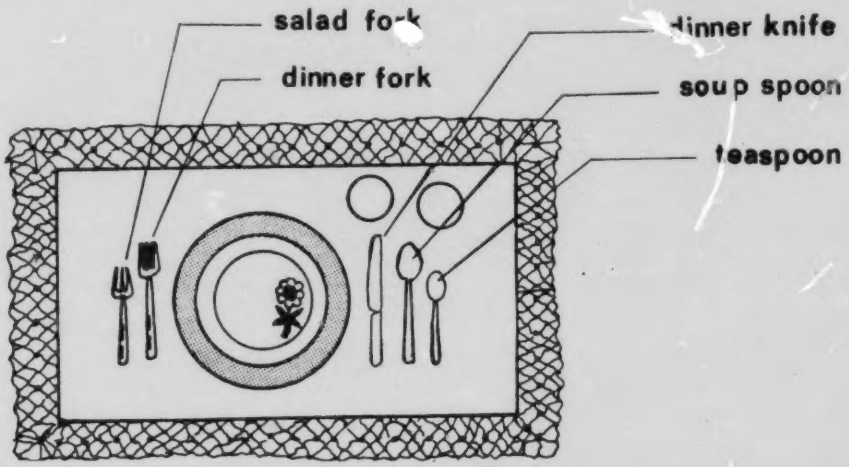

The third step is to place the dinner plate in the center of the place mat, then the salad plate and finally, the soup bowl, one on top of the other.

**Step IV**




The glasses are placed alongside of the dinnerware. These go on the right side of the plates. They are set starting with the smallest size to the largest or tallest size.

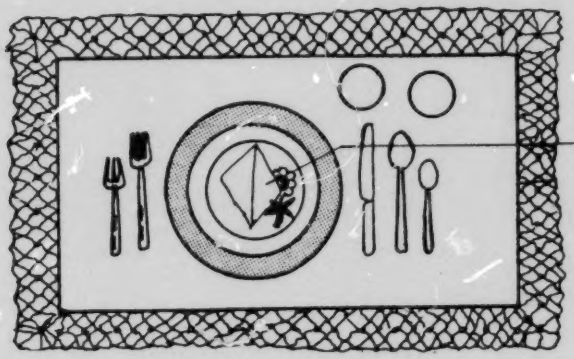
**Step V**




After setting the plates, the flatware must also be placed. On the right side of the dinnerware, start by placing the knife, then the soup spoon and finally, the teaspoon. On the left side of the plates, start by placing the dinner fork. Next to the dinner fork, place the salad fork.

14

**Step VI**




Napkins can go in various places. At the Quetzal, the napkin should be placed in the center of the soup bowl.

Have you listened well? Good, because soon you are going to be asked to set a table and explain the steps.

# HOME and COMMUNITY

The students may visit a fancy restaurant or have a service supervisor from their school cafeteria visit them. The purpose of this activity would be to have a service supervisor explain the reason for having a style or system of organizing and serving food. The service supervisor may also explain other functions of his/her job, and even perhaps explain some of the advantages and disadvantages of such a position. Primarily, the students must understand that following directions and/or giving explanations are very necessary skills to possess for job retention.

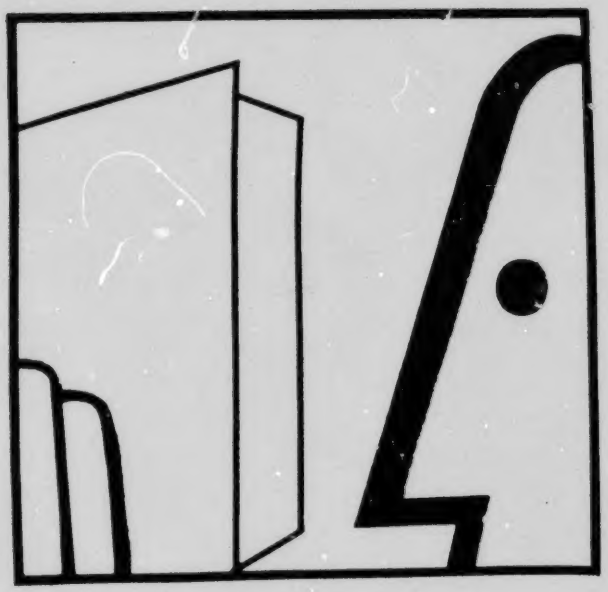
# EVALUATION

The evaluation of this activity is based on the actual performance of setting a table according to the instructions given. The student will be graded on the following criteria:

A. Responses to questions asked about the narrative.

B. The actual setting of the table without the visual aids.

C. The amount of precision in the explanation and the use of words of order.



# COMPONENT I
## Section Two

# Section Two

# How to prepare a Balanced and Nutritious Meal

## Learning Objective

*Given a short narrative about a research nutritionist, the students will recognize words of order which affect sentence meaning by identifying those words which illustrate the proper steps to take in preparing a balanced meal. The students will perform with 80% accuracy.*

## Key Words

- portions
- nutritious
- cholesterol
- citrus fruit

## Materials

- copies of narratives
- chart

## Domains and Levels

**Cognitive** Knowledge, Comprehension
Application

**Affective** Receiving, Responding

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - The teacher should make sufficient copies of the narrative for each of the students.

*STEP II* - The teacher may then discuss words of order and their effect on sentence meaning. The following list provides some examples. The students may contribute to this list.

1. after
2. before
3. then
4. first
5. last
6. second
7. now
8. the following
9. prior to
10. third
11. next
12. finally

*STEP III* - Then read the narrative aloud and have students follow along with their copy.

*STEP IV* - The teacher may ask the students to underline all the words of order that they can find in the narrative.

*STEP V* - They may check themselves with the answer key. This key can be made into an overhead transparency and projected on the board to provide for easy evaluation. The teacher may wish to remind the students to be honest since the grade will be based on the final evaluation and not on the exercises.

*STEP VI* - The narrative may be discussed in terms of how the students comply with what is considered a nutritious and balanced meal. This would be an excellent time to ask the students to list some of the variety of ethnic foods that they eat daily and have the students categorize them.

*STEP VII* - The teacher may make enough copies of the final evaluation and have students underline all the words of order they can find.

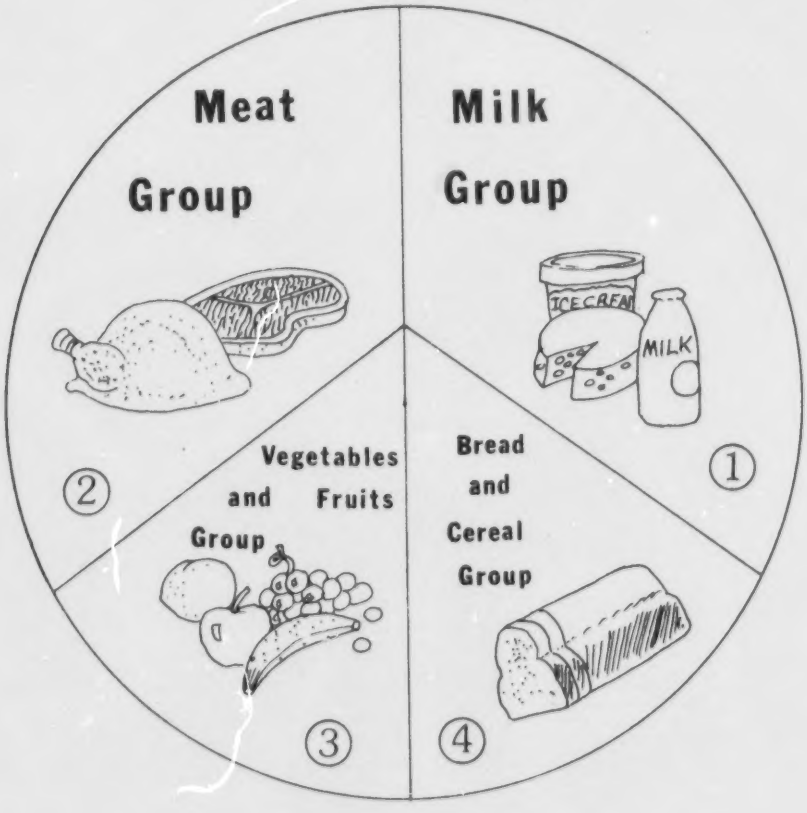
*STEP VIII* - If there is time the students can cover the Home and Community activity.

# STUDENT ACTIVITY MATERIAL

How to Prepare a Balanced and Nutritious Meal

I am Fernando Rodríguez. I am a research nutritionist for the State of Texas. It is my job to study ways to make food better. I try to make it look good to eat, tasty and full of vitamins and minerals. It is also part of my job to inform the public of my findings.

Cooking and preparing a balanced meal can be fun, but we must learn to choose foods wisely.




The drawing above shows the four basic food groups.

There are four basic groups of foods. It is very important to eat some food from each group daily.

First, we can choose two to four cups daily from the milk group, depending on our physical activities and age.

The following are some average amounts:

2 to 3 cups for children

4 or more cups for teenagers

2 or more cups for adults

Then, the second group to consider is the meat group. This includes beef, poultry, pork, fish and eggs. We should eat at least two servings daily. The following portions can be considered as one serving:

2 to 3 ounces cooked meat, fish or poultry

2 eggs

1 cup of cooked beans or peas

4 tablespoons peanut butter

The third group of foods from which you can choose four servings is the fruits and vegetables.

First, you should have one serving of citrus fruit or tomatoes daily. Then you should eat three servings of other vegetables and fruits daily. The following portions can be considered as one serving:

½ cup fruit or vegetable

1 medium apple, banana, or potato

½ grapefruit or melon

The fourth and last group from which food can be selected is the bread and cereal group. This group includes breads, cornmeal, grits, rice and pasta. You should have four servings daily. A serving from this group can be the following:

1 slice of bread or 2 tortillas

3/4 to 1 cup ready-to-eat cereal

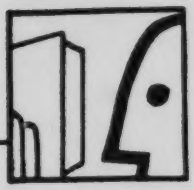
½ to 3/4 cup cooked rice, fideo or spaghetti

Finally, the thing to remember in planning a balanced meal is to look for nutritious foods that are low in fat and cholesterol. Oh, yes, and as a last thought, remember that a wider variety of foods which are rich in nutrition is possible when you plan meals in advance.

# HOME and COMMUNITY

The students may plan a balanced meal or weekly menu for their families. These can then be written up and made into a booklet which can even include recipes. If there is time, the teacher may help the students to make a class recipe book in which favorite recipes are shared.

Encourage the students to use order words in writing their recipes.



# EVALUATION

I. Read the following short story. Underline all the words of order that you find.

Before you begin to balance a meal you must first remember that there are four basic food groups. The first one is the milk group. The second one is the meat group. The third one is the vegetables and fruit group. Finally, the last one is the bread and cereals group. After you have studied these closely, your next step is to begin to plan a balanced meal.

The following are some of the foods that you can eat: fish, chicken, grapefruit, bread, cereals, tortillas, beans, rice, corn, peas, nopalitos, mangos, bananas, pork, peras, papaya and yucca. Then you can add milk, cheese, and eggs.

Finally, the first thing to remember is to plan your meals in advance. Last, but not least, have fun in preparing your foods. You are your own research nutritionist.

II. Name the four basic food groups

1. _____
2. _____
3. _____
4. _____

# EVALUATION

III. Some words that express order are:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

# EVALUATION

ANSWERS

I. Read the following short story. Underline all the words of order that you find.

Before you begin to balance a meal you must first remember that there are four basic food groups. The first one is the milk group. The second one is the meat group. The third one is the vegetables and fruit group. Finally, the last one is the bread and cereals group. After you have studied these closely, your next step is to begin to plan a balanced meal.

The following are some of the foods that you can eat: fish, chicken, grapefruit, bread, cereals, tortillas, beans, rice, corn, peas, nopalitos, mangos, bananas, pork, guava, papaya and yucca. Then you can add milk, cheese, and eggs.

Finally, the first thing to remember is to plan your meals in advance. Last, but not least, have fun in preparing your foods. You are your own research nutritionist.

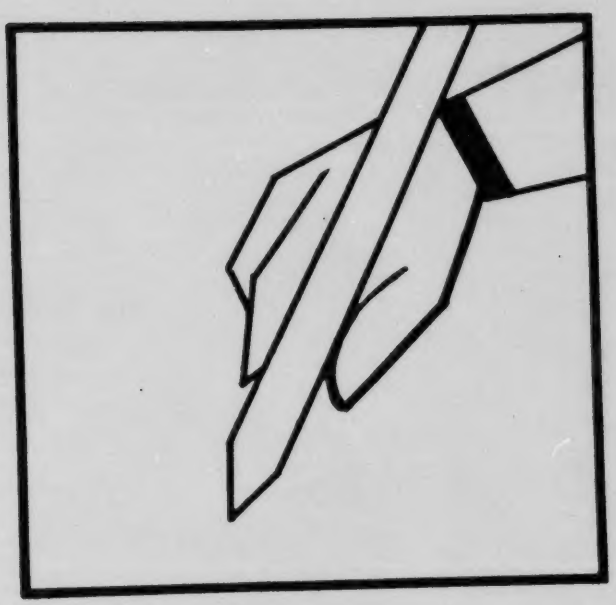
II. Name the four basic food groups

1. milk
2. meat
3. vegetables and fruit
4. bread and cereals

# EVALUATION

III. Some words that express order are: Accept any of the following words.

| | |
|---|---|
| after | last |
| before | second |
| then | now |
| first | the following |
| prior to | next |
| third | finally |



# COMPONENT I
## Section Three

# Section Three

# Let's Go Shopping – Let Your Fingers Do the Talking

## Key Words

- catalog
- brass
- caster wheels
- pre-colombian
- modified-block letter

## Learning Objective

*Given a mini-catalogue and an accompanying order form, the student will fill out the form and complete a business letter to the Public Relations Director of the Company. The students will perform with 70% accuracy.*

## Materials

- mini-catalog
- order form
- form letter

## Domains and Levels

**Cognitive :** Knowledge, Comprehension
Application

**Affective :** Receiving, Responding

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

This activity is primarily designed to develop awareness of consumerism in the students, as well as to have them begin to acquire writing skills for effectively communicating their needs in our society.

*STEP I* - Make sufficient copies of Student Activity Materials.

*STEP II* - Have the students read the material silently.

*STEP III* - Make an overhead slide of the order form and proceed to fill out the form with the students. This is the precise moment when the students' participation should be maximized by promoting discussion and input.

*STEP IV* - Make an overhead slide of the modified-block letter form. The six different parts should be reviewed and explained, if necessary.
The parts are: (1) heading, including date (2) inside address (3) salutation (4) body (5) complimentary closing (6) signature

*STEP V* - Then have the students review the words of order they know. Listing of these words on the black board can be helpful.

*STEP VI* - If you deem that some of the students are capable of composing their own letters let them do the second part of Part 2.

*STEP VII* - The evaluation for this activity varies according to how the development was carried out. (See evaluation for suggested alternatives.)

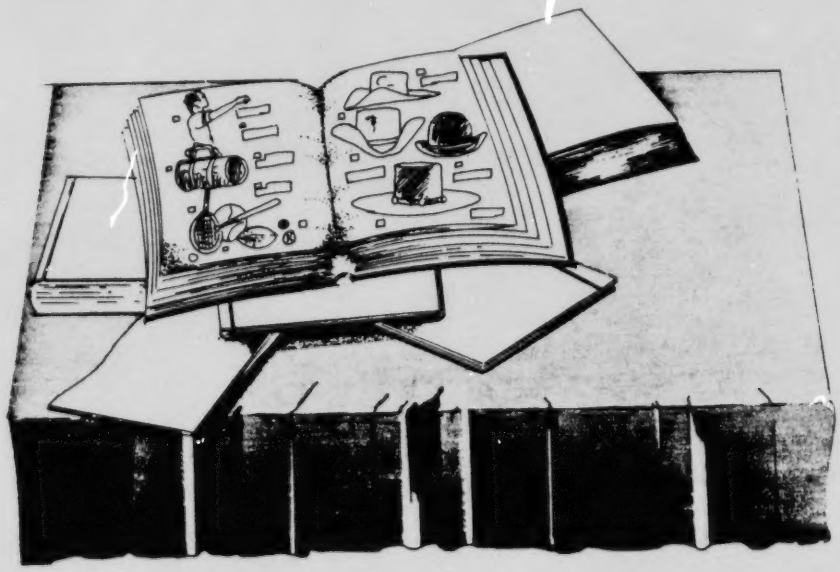
*STEP VIII* - The Home and Community activity is optional. It should be covered if there is enough time.

# STUDENT ACTIVITY MATERIAL

Part I Let's Go Shopping! Let Your Fingers Do The Talking

There are many people that work in consumer and homemaking jobs that either send or receive written messages. Many times a great deal of time and money is lost due to unclear communication. Some of the careers within this area which require the skill of clear written communications are: director of consumer education, consumer service specialist, food journalist, food chemist, and family finance specialist.

Directions: The following sheet is a model page from a catalog. There is also an order form behind it. Order one of each item and at least one set. Write all the information on your order form. Check the order form for errors. Then do Part II, using the letter form.

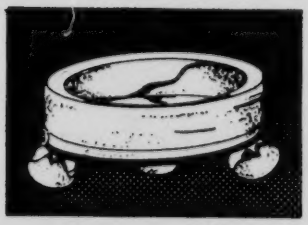


MODEL PAGE

# AZUMO CATALOG

#101 Watering pitcher is made of brass. It has a built in sprayer. Just one pitcher to carry. It saves space and time. It is about 10 inches high and holds about 16 ounces.

Price $8.50
2 for $16.00



#102 Rolling plant saucer has easy rolling caster wheels. The crystal clear saucer is made of plastic. It can hold heavy plants, yet easy to move around. The saucer is 3 inches deep. It catches and holds water, saving your floors and rugs.

Price $7.50
2 for $14.50

#103 A Straw hat, from China woven from sea-grass. It is smooth and rounded. It also has a feather trimming on the side. One size fits all.

Price $7.00

#104 Coffee Mugs with bright flowers all around.
#105 These mugs have traditional patterns used by precolumbian people. Their shape is as beautiful as their color. Each mug holds over 10%.

one mug $6.00
1 set (4) $20.00

#106 A beautiful milk bottle goes well on any table. This one is made in Puerto Rico. It holds one-quart and keeps milk tasting country fresh longer than plastic containers.

Price $5.29
2 for $10.00



36

## FACSIMILE ORDER FORM

TEAR OFF AT DOTTED LINE

# AZUMO CATALOG

110 Amador Ave.
White Plains, New York Date_____

Name_____ Telephone_____ Area Code and Number

Address_____ Apt. No._____

City_____, State_____ ZIP CODE IMPORTANT!

| Name of Item | Catalog Number | How Many | Color | Size | | Price Each | Total Price |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| SHIPPING CHARGE Includes postage or UPS, handling and our insurance cost for guaranteed safe delivery. | |
|---|---|
| | Orders to $5.00 add $1.15 |
| | $5.01 to $10.00 add $1.45 |
| | $10.01 to $15.00 add $1.95 |
| | $15.01 to $25.00 add $2.45 |
| | Over $25.00 add $2.95 |

MERCHANDISE TOTAL Charge orders $10 minimum

SHIPPING CHARGE See chart at left

SUB-TOTAL Add the two lines above

SALES TAX: NY & Connecticut residents add applicable taxes

TOTAL ENCLOSED Check or money order

PLEASE . . . NO CASH, NO C.O.D.'S

FOR YOUR INFORMATION:

WHEN ORDERING A SET. . . write the number of SETS wanted in the "How Many" column on your order form.

SENDING A GIFT? Enclose a slip of paper telling us where to send it—don't forget zip code. We'll notify you that the order is being filled, and enclose your gift card if you include one, ours if you don't.

OUR MONEY-BACK GUARANTEE. You must be satisfied. You may return any item, even if it's personalized, for replacement or refund, whichever you wish.

REFERENCES: Our bank is Jog Man Hattan Company. White Plains, N.Y. We belong to the New England Mail Order Company and the Fast Mail Marketing Association.

Fast Charge PISA®

## CHARGE IT!

$10.00 MINIMUM CHARGE ORDER

To charge your order, fill in information below from your card. Don't forget signature!

☐ Fast Charge
☐ Pisa

Signature _____


## FACSIMILE ORDER FORM

TEAR OFF AT DOTTED LINE

# AZUMO CATALOG

110 Amador Ave.
White Plains, New York Date_____

Name_____ Telephone_____ Area Code and Number

Address_____ Apt. No._____

City_____, State_____ ZIP CODE IMPORTANT!

| Name of Item | Catalog Number | How Many | Color | Size | | Price Each | Total Price |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| SHIPPING CHARGE Includes postage or UPS, handling and our insurance cost for guaranteed safe delivery. | |
|---|---|
| | Orders to $5.00 add $1.15 |
| | $5.01 to $10.00 add $1.45 |
| | $10.01 to $15.00 add $1.95 |
| | $15.01 to $25.00 add $2.45 |
| | Over $25.00 add $2.95 |

MERCHANDISE TOTAL Charge orders $10 minimum

SHIPPING CHARGE See chart at left

SUB-TOTAL Add the two lines above

SALES TAX: NY & Connecticut residents add applicable taxes

TOTAL ENCLOSED Check or money order

PLEASE . . . NO CASH, NO C.O.D.'S

FOR YOUR INFORMATION:

WHEN ORDERING A SET. . . write the number of SETS wanted in the "How Many" column on your order form.

SENDING A GIFT? Enclose a slip of paper telling us where to send it—don't forget zip code. We'll notify you that the order is being filled, and enclose your gift card if you include one, ours if you don't.

OUR MONEY-BACK GUARANTEE. You must be satisfied. You may return any item, even if it's personalized, for replacement or refund, whichever you wish.

REFERENCES: Our bank is Jog Man Hattan Company. White Plains, N.Y. We belong to the New England Mail Order Company and the Fast Mail Marketing Association.

Fast Charge PISA®

CHARGE IT!

$10.00 MINIMUM CHARGE ORDER

To charge your order, fill in information below from your card. Don't forget signature!

☐ Fast Charge
☐ Pisa

Signature _____


37

Part II

The following is a modified-block letter.

All the parts are shown:

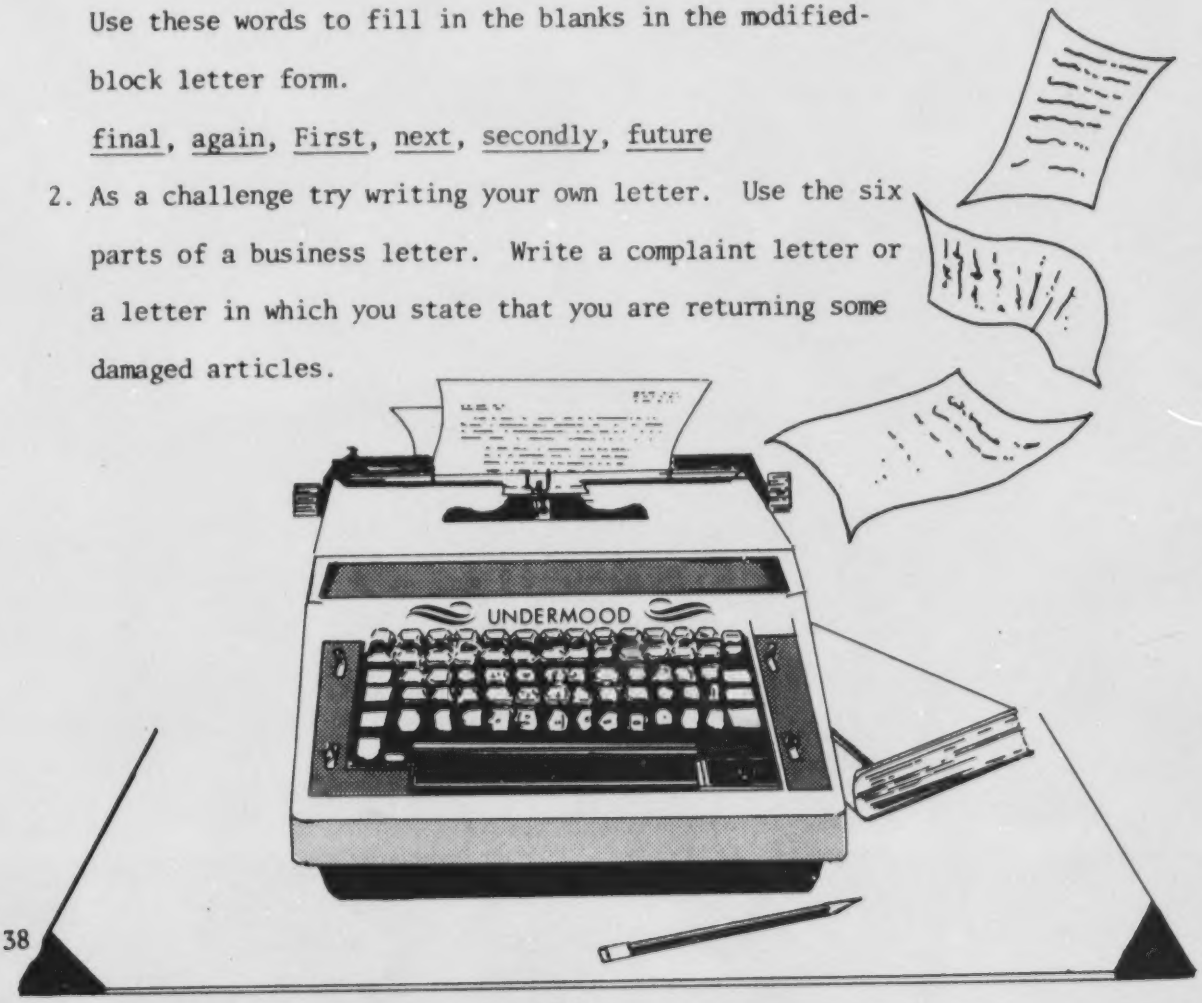
(1) heading, including date; (2) inside address; (3) salutation; (4) body; (5) complimentary closing; (6) Signature

Directions:

1. Try filling in the blanks with the words listed below. Use these words to fill in the blanks in the modified-block letter form.

   final, again, First, next, secondly, future

2. As a challenge try writing your own letter. Use the six parts of a business letter. Write a complaint letter or a letter in which you state that you are returning some damaged articles.



(1) _____ ← your name
3316 Magnolia St.
Dallas, Texas 75235

_____ ___, 19__

(2) Mr. José Barrios
Public Relations Director
Azumo Products
314 Belmont Ave.
New York, New York 10019

(3) Dear Mr. Barrios:

This letter is to inform you that I am very pleased with your catalog.

_____, let me say that your stock is of very high quality and that your prices are very reasonable. _____, I would like to add that your money-back guarantee is very reassuring.

(4)

In the _____, I shall want my _____ order delivered by United Packet Service.

_____ I would like to congratulate you, Mr. Barrios, on your catalog, and as a _____ comment add that I am impressed with the quality of your products.

(5) Sincerely yours,

your signature ⟶ _____ (6)

your name ⟶ _____
(printed or typed)



39

Answer Key to Student Activity

(1) _____ ← your name
3316 Magnolia St.
Dallas, Texas 75235

_____ ___, 19__

(2) Mr. José Barrios
Public Relations Director
Azumo Products
314 Belmont Ave.
New York, New York 10019

(3) Dear Mr. Barrios:

This letter is to inform you that I am very pleased with your catalog.

First, let me say that your stock is of very high quality and that your prices are very reasonable. Secondly, I would like to add that your money-back guarantee is very reassuring.

(4)

In the future, I shall want my next order delivered by United Packet Service.

Again I would like to congratulate you, Mr. Barrios, on your catalog, and as a final comment add that I am impressed with the quality of your products.

(5) Sincerely yours,

your signature ⟶ _____ (6)

your name ⟶ _____
(printed or typed)

# HOME and COMMUNITY

The students may make a collection of catalogs and order forms that can be used for a "Wish Book" Center. These may include Sears, Montgomery Wards and any other catalog. They may also draft up several form letters that may be used to lodge a consumer's complaint. Along with these forms the students may come up with a list of addresses of comsumer protection agencies that may be contacted, as well as business bureaus and credit bureaus. It might be a good idea to look for and include consumer protection laws for apartment dwellers, home owners, car buyers, and other consumers.

All these can be compiled into a booklet that may be distributed to parents and community to bring about consumer awareness.

# EVALUATION

The evaluation for this component is comprised of the actual filling in of the order form and completion of the form letter. It is important to note that the emphasis in this component is writing. For more advanced students, composing their own letters may be a more effective measure of evaluation. It is also important to note that filling out forms is a daily task that can usually cause frustration for many individuals who do not have this skill or practice. A good alternate evaluation is to provide the students with a real order form which they may fill out.

# Component 2

Section One

Section Two

Section Three

# OUR ADVANCED TECHNOLOGY

# OVERVIEW

This component is designed to emphasize basic skills in communications-listening, speaking, reading, writing-within the context of selected careers in the Communications and Media Cluster. The first section provides a listening-speaking activity that focuses on the use of formal and informal language. The second includes two interesting narratives which contrast written formal and informal language. The third section emphasizes the skill of writing while providing valuable information about a career in the Communications and Media Cluster. Throughout the component, the importance of communicating in today's world is stressed.

# GOALS

| | |
|---|---|
| LISTENING-SPEAKING: | The students will listen, identify and use with proper pronunciation formal and informal oral language. |
| READING: | The students will analyze, select and catolog specified words into either formal or informal categories. Then they will draw some basic generalizations as to formal and informal use of the language. |
| WRITING: | The students will select and supply the correct verb form in a written exercise which focuses on communication and media careers and concepts. |

# LEARNING SECTIONS

*SECTION 1: Communications in the Future*

*SECTION 2: Choosing the Communication Style*

*SECTION 3: The Colorful World of Communications and Media*

# COMPONENT II

## Section One

32

# Section One
# Communications in the Future

## Key Words

- formal
- informal

## Learning Objective

*Given several dialogues and situations related to Communications and Media careers, the students will listen, identify and use, with proper pronunciation, formal and informal oral language. The students will complete the evaluation with 80% accuracy.*

## Materials

- tape recorder (optional)
- tapes (optional)
- overhead slide of star system
- overhead projector

## Domains and Levels

**Cognitive:** Knowledge, Application, Comprehension

**Affective:** Receiving and Responding

49

# IMPLEMENTATION GUIDELINES

Time: *45 minutes*

This activity is designed to stress the listening and speaking skills so important in the area of human communications. It also highlights the importance of proper communication and stresses that some methods of communications are better than others.

*STEP I* - Tape dialogue I & II. You may also want to tape the instructions.

*STEP II* - Have the students listen to the tapes and circle the appropriate numbers on Part I of their worksheet.

*STEP III* - They have the circle of the listed careers of Part II. If the students wish to select a particular career in communications and media other than those listed here, they may do so.

*STEP IV* - Explain to the students that they are to select a career and do a 30 second spot program recording. Discuss the procedure involved. Mention to them that they must first decide whether it is to be formal or informal.

This is to be done using the criteria of "There are some ways of communicating that are better than others." The following example can be given:

> When we talk to friends we don't use the same language or tone that we use to ask permission from parents. The language used in a family situation is not the same as that used to speak to the president of a business, especially when applying for a job.

*STEP V* - Provide a tape recorder and tapes and have the students tape the sessions. Emphasize that time is important, and therefore they must practice in a low voice prior to recording.

*STEP VI* - The teacher may evaluate the students using the criteria listed on Evaluation Sheet.

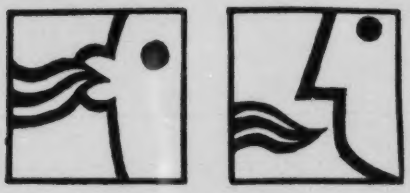
*STEP VII* - The Home and Community activity is optional and may be assigned if there is sufficient time.

# STUDENT ACTIVITY MATERIAL

Communications in the Future

Introduction

When someone mentions careers in communication and media, you may think of T.V. actors or radio announcers. There are many more careers in communication and media than these, however, since this field is expanding more and more every day. Radio and television began a communication explosion that has expanded to include satellite and laser transmission. There are many exciting careers in communication and media today, and more jobs will open up in years to come. Listen in to the future:



Communications in the Future

Part I - Which of the Two?

Instructions

. In this exercise the numeral 1 stands for formal language, and the numeral 2 stands for informal language.

. Listen to each dialogue carefully

. Mark the numeral which you think best shows the style of language used.

. Draw a circle around the numeral that you think was an example of informal use of the spoken language.

Recording 1

1

Recording 2

2

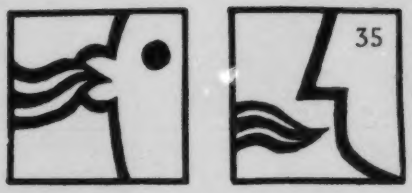
Draw a square around the numeral that you think was an example of formal use of the spoken language.

Recording 1

1

Recording 2

2




Dialogue I

Stardate: 2084

Place: Somewhere in outer space near the Star, Vega.

Situation: You are listening in on a conversation between two communication workers. One is a laser operator who is on a space transport train. The other is a communications superintendent who is speaking from New Detroit, a mining colony on the planet Xeron.

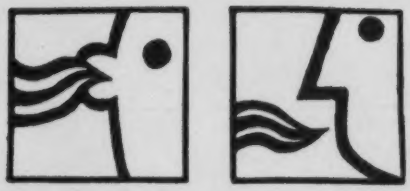
As you listen, you should be aware of some of the abbreviations:

1) E.B. means emission beam
2) Mod means modulation
3) I.R. is an infra-red reflector
4) E.T.A. is used today. It means "Estimated Time of Arrival."
5) A.O. means A-OK.
6) And C.A.G. means computer assisted guidance

Laser operator: This is Massdriver XL68-4515. Can you read me, M.P.C. 45? Over."

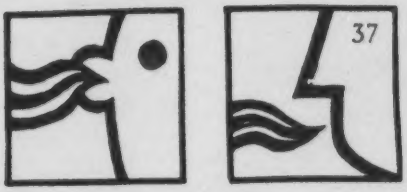
Communications Superintendent: This is M.P.C. 45. You're coming in bright, XL68-4515. Check your E.B. for mod.

Laser operator: I.R.'s are on; coming with a gold asteroid. I have an E.T.A. of 3 microns.



Communications Superintendent: That's an A-O, affirm. Continue on using C.A.G. to maintain course.

Laser Operator: A-O, Copy. See you in 3 microns, I hope you'll have some ingestibles ready because I am hungry. This carry-on picnic food gives me an upset stomach. This is XL-68-4515 signing out.




Dialogue II

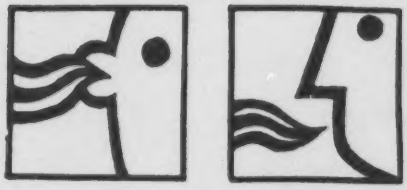
Place: Rio de Janeiro

Date: The year 2000 A.D.

Situation: You will be listening to a short news broadcast in the late afternoon.

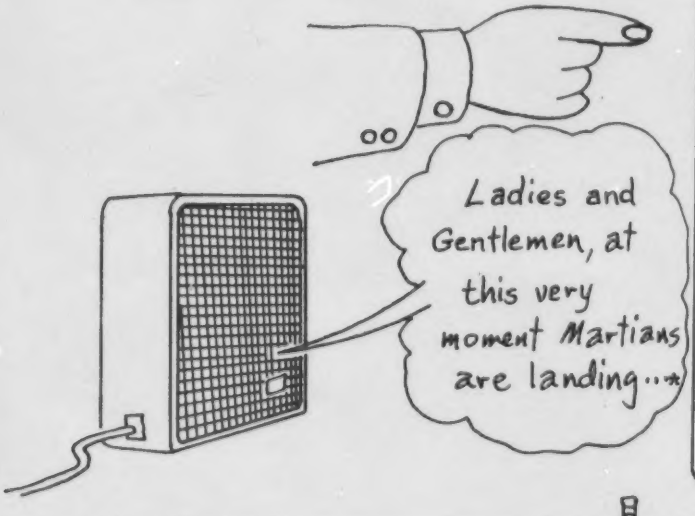
Woman narrator: Friends and Citizens

Today has been a very important day for mankind. The United Nations has decided to ban the further making of nuclear weapons by any nation or corporation in the world. The latest development occurred at Greater American Coalition Union. A decision has been reached to ban outer space nuclear testing. Today has been proclaimed as World Day. A celebration is expected to follow in every community in the world, as well as in satellite colonies. This is Andrea Garza reporting for NBI at the United Nation's Center in Río de Janeiro.



Part II - Let's Pretend

. Circle the career that you would like to act out. After you make your selection, take the next five minutes to develop a 30 second spot program for radio or television.

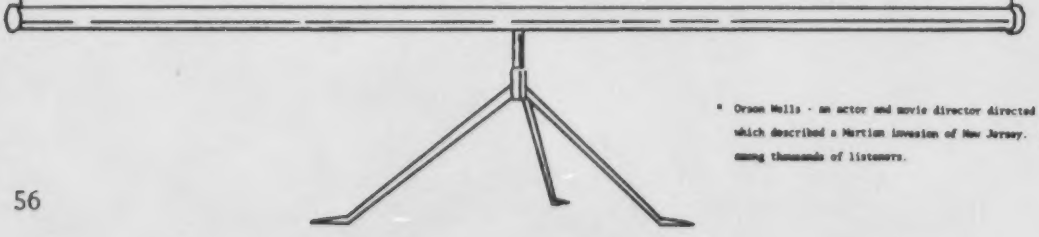



Choose from this list of careers or select your own from the field of communications and media.

- reporter
- foreign correspondent
- feature reporter
- critic

THEN . . . . . .

1. Decide whether your program is going to be informal or formal.
2. Make a brief outline of your program.
3. Practice it. Try to keep it down to 30 seconds.
4. Be aware of your pronunciation.
5. If a tape recorder is available, tape your program.
6. Try to speak clearly, concisely, and get your message across.



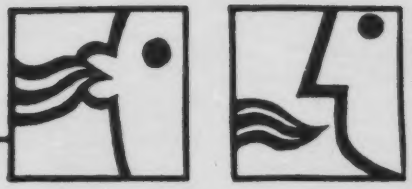
* Orson Wells - an actor and movie director directed a broadcast in 1938 which described a Martian invasion of New Jersey. This caused a panic among thousands of listeners.

# HOME and COMMUNITY

The students may list several T.V. programs that they feel reflect informal or formal language situations. This activity may be expanded to include particular characters or situations within the program. They are also to note whether the characters or program itself was effective or ineffective in communicating the intended message.

The following chart is an example of how this information can be presented.

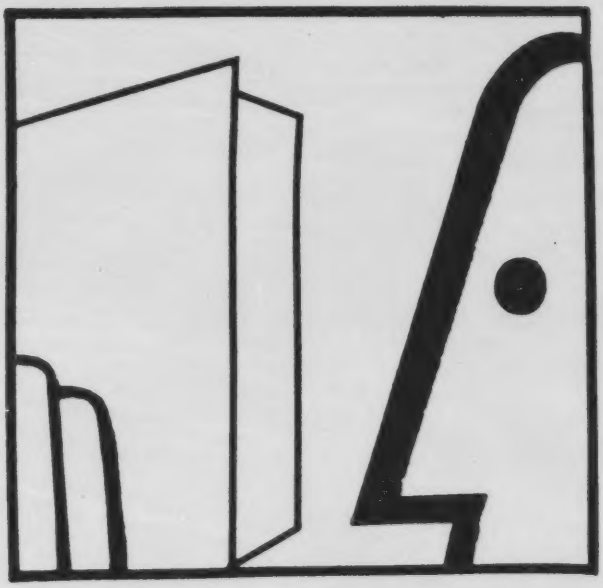
| T.V. Program or Character | formal | informal | effective | ineffective |
|---|---|---|---|---|
| Local news | | | | |
| Barbara Walters | | | | |
| Howard Cosell | | | | |



# EVALUATION

The student's 30 second spot should be recorded and evaluated on the following criteria:

1. Identification of the sketch (formal or informal)
2. Did the students maintain a formal or informal style in their presentation? (This depends on what style students chose.)
3. Was the consistency of the presentation fairly even?
4. Was the articulation and pronunciation sufficiently clear?
5. Was the presentation brief (30 seconds or less)?



# COMPONENT II
## Section Two

# Section Two
# Choosing the Communication Style

## Key Words

- appropriate
- shimmering
- laser
- holographic

## Learning Objective

*Given two brief narratives related to careers in communications and media and a related activity sheet, the students will analyze, select, and catalogue specified words into either formal or informal categories. Then they will draw some basic conclusions regarding the usage of formal and informal language. The students will perform with 70% accuracy.*

## Materials

- two narratives
- student activity sheet

## Domains and Levels

Cognitive : Knowledge, Application, Comprehension, Analysis, Synthesis, Evaluation

Affective : Receiving, Responding, Valuing

# IMPLEMENTATION GUIDELINES

Time: *45 minutes*

*STEP I* - The teacher may make sufficient copies of the narrative for each student.

*STEP II* - The class may begin with a discussion about formal and informal language. Within this discussion, the concept of the appropriate use of language to the situation should be stressed. A short informal quiz can be used to check for concept acquisition.

1. When at home, speaking with your friends or brothers and sisters do you use informal or formal language?
2. When talking to a bank president about a loan, would people probably use formal or informal language?
3. Would a medical report be written in formal or informal language?
4. Is a comic book written in formal or informal language?

*STEP III* - Then the teacher may read the narrative aloud and have the students follow along with their copies. (This may be done on a tape for individual or small group instruction.)

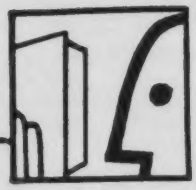
*STEP IV* - The students should pay special attention to the underlined words. These will be the words which they will have to classify as either formal or informal.

*STEP V* - Students may check themselves with the answer key. This key can be made into an overhead transparency and projected on the board to provide for self-checking. The students should be honest since the grade will be based on the final evaluation and not on the exercise.

*STEP VI* - Copies of the evaluation are to be made, and the students should complete them to the best of their abilities.

*STEP VII* - The Home and Community activity is optional and may be assigned if there is sufficient time.

# STUDENT ACTIVITY MATERIAL



To the students:

The following are two narratives that are related to situations in careers in communications and media.

- Read the narratives. Remember that the underlined words are to be classified as either formal or informal usage of the language.
- Then look at the activity sheet instructions. List the underlined words and answer the related questions.

Ain't Nothing to Salsa wit You!

A foreign correspondent, Jaime Vélez from Oklahoma City, is doing behind-the-scenes interviews with several people at the Pan American Communication Conference in San Juan, Puerto Rico.

Jaime: I understand your new album has just been released.

José: Yeah, it's been out for awhile. It's called "Ain't Nothing to Salsa wit you"

Jaime: How many copies do you think it will sell?

José: The last one was a golden hit. We've not yet figured out the amount of sales. It'll probably sell like hot tamales. Ha! Ha!

64

Jaime: Well, José, thanks for your time. (pause)

Jaime: Well, hello, Marta Cil. I understand you are the music director for Fana Records?

Marta: Yes, I am currently working in our Chicago office, but I decided to come to this conference in Puerto Rico to see the latest developments in my work—communications. I am very excited about what I have learned. I also brought two of my mixing engineers, Pablo and Felix.

Jaime: Wow, Marta, It was a pleasure talking with you. Thank you for your time, and I hope you enjoy your stay here on the island. (Pause)

Jaime: Here comes the famous movie director, Everardo Hinojosa. Everardo, are you currently filming?

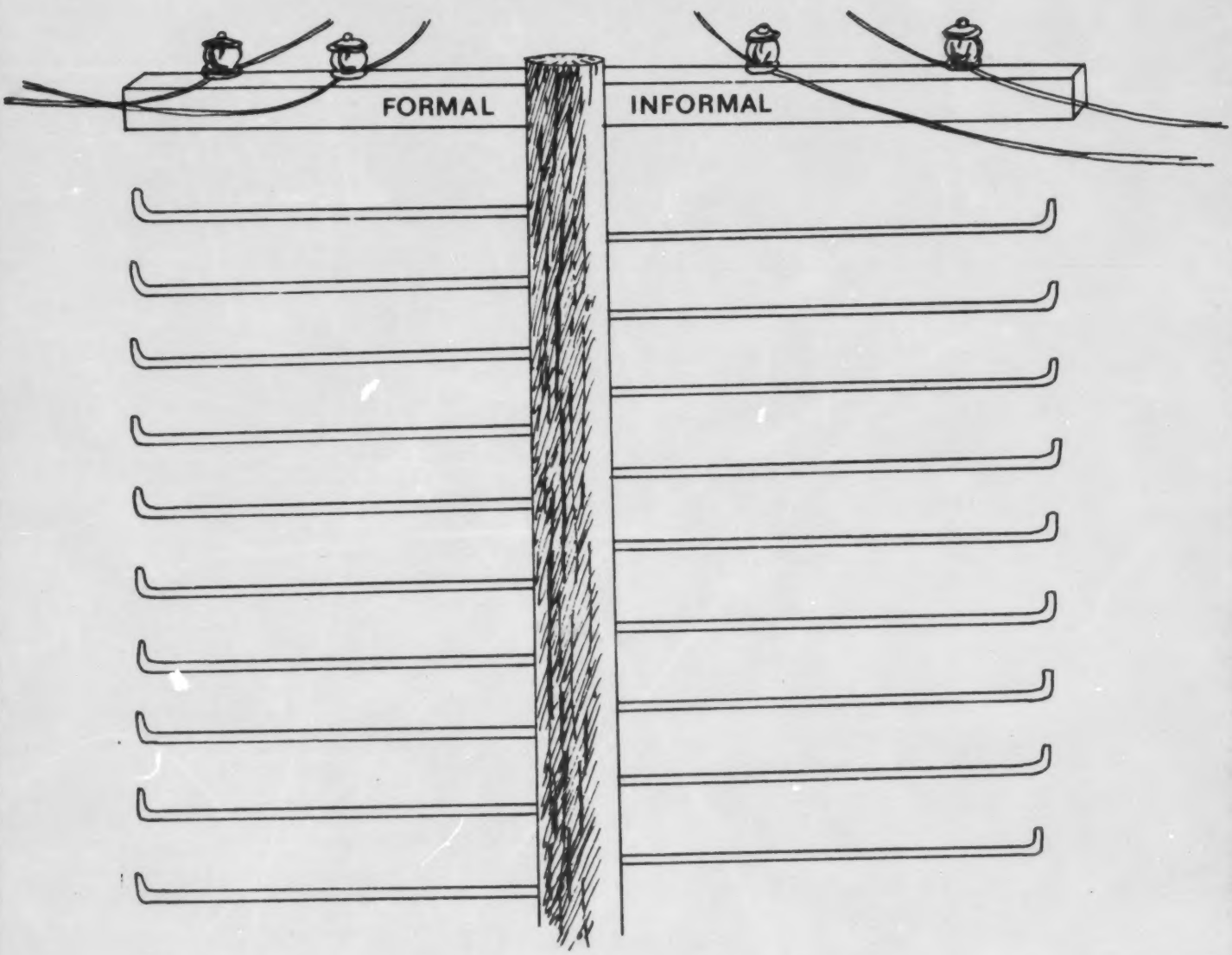
Everardo: Yes, I am doing a film based on the Nicaragua situation. It is mostly fiction, but based on some of the actual happenings.

Jaime: That's super. Tell me who else came with you to the conference?

Everardo: Margarita Barrientos, the producer, also came with me. We are both scouting for new talent. There goes Margarita now; would you excuse me, please, Jaime?

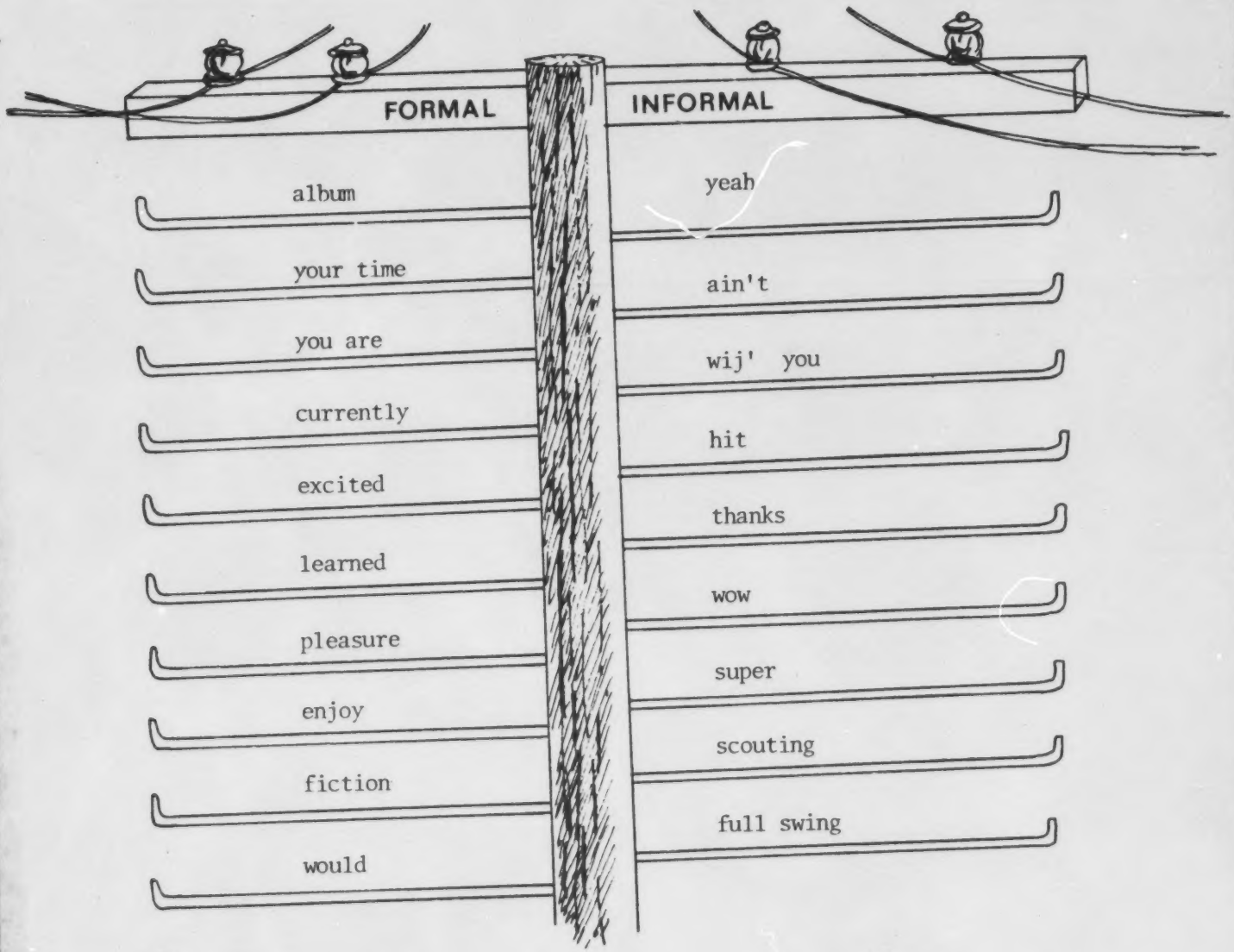
Jaime: Surely. There you have it. The conference is in full swing and the wheels are here. Puerto Rico is certainly shimmering today. This is Jaime Vélez reporting to you from San Juan, Puerto Rico, "la isla del encanto."

INSTRUCTIONS: Look at all the words that are underlined in the story you have read. Decide which is formal and which is informal. Then place each one in the appropriate column.



ANSWER KEY

INSTRUCTIONS: Look at all the words that are underlined in the story you have read. Decide which is formal and which is informal. Then place each one in the appropriate column.



Translating at Work

Consuelo is a radio communications translator for U.N.E.S.C.O. (United Nations Education, Scientific, Cultural Organization) in Mexico City. Consuelo is originally from Corpus Christi, Texas. She has been a translator for five years. Her work requires that she translate from English to Spanish and from Spanish to English.

The following is a sample of the type of work she has to translate:

June 29, 1981

Dear Jorge Robles,

Cool it. Please be informed that necessary laser crystals have been shipped to Denver. I have also contacted Raul Morales, our communications specialist about the shipment.

By the way, Sylvia López, our telephone engineer is also on her way to Rochester, New York, to give a hand to the crew there with the new holographic tele-communication system. The system seems to have a few kinks. I have asked Mrs. Hilda Prieto to send some of her electrical workers to help Sylvia out.

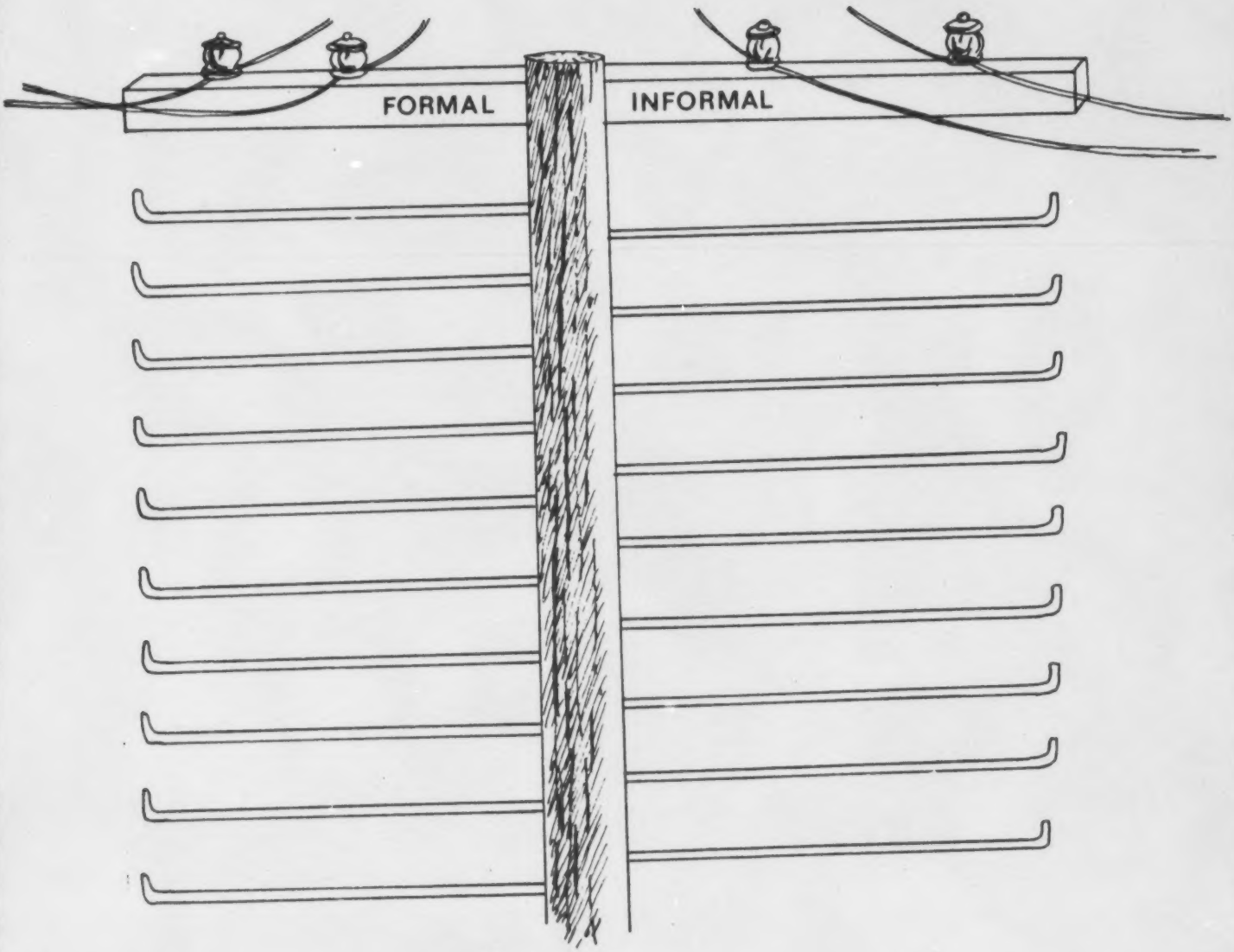
Check you the next time you are in Houston.

Sincerely,

Richard Flores

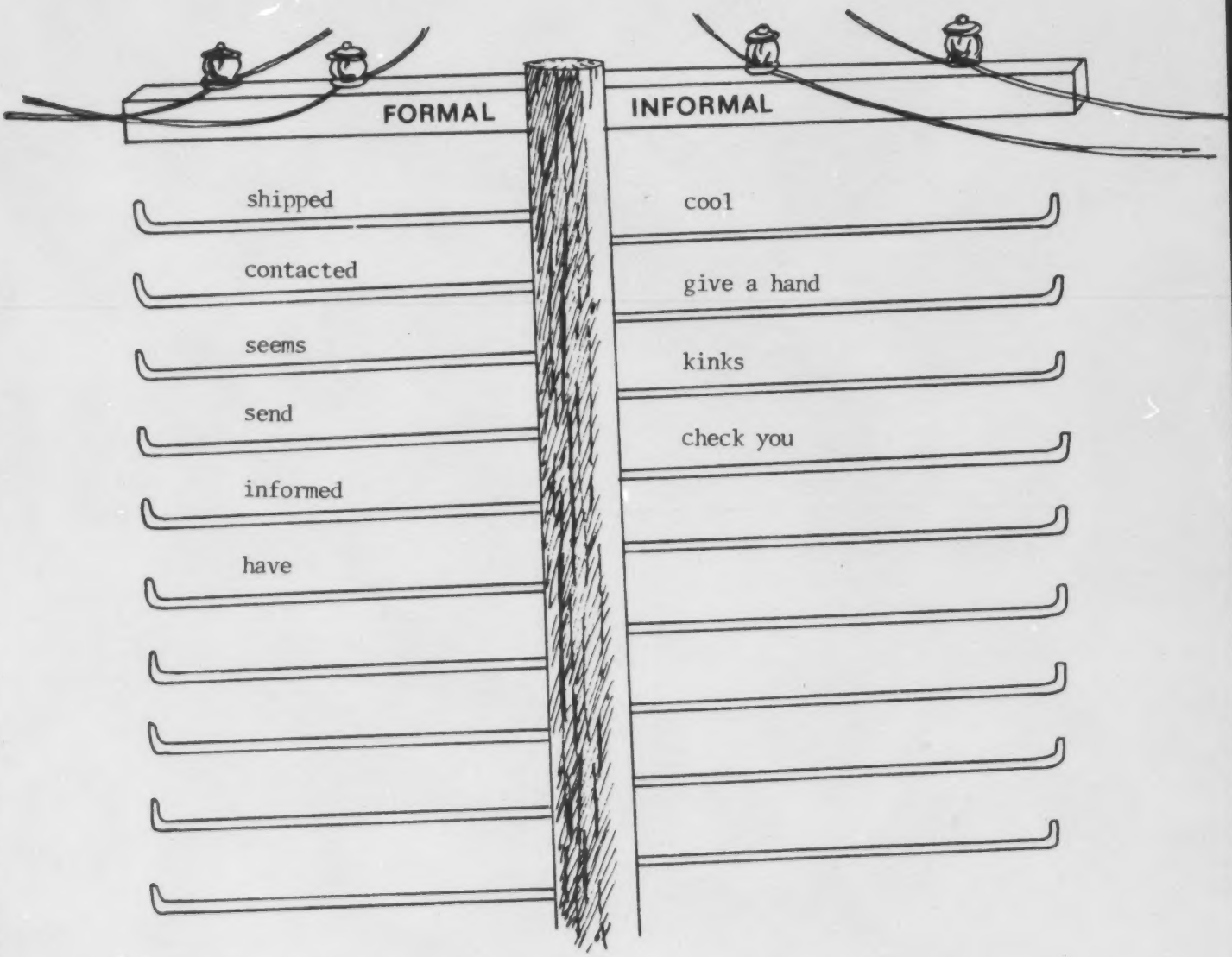
69

INSTRUCTIONS: Look at all the words that are underlined in the letter you have read. Decide which is formal and which is informal. Then place each one in the appropriate column.



ANSWER KEY

INSTRUCTIONS: Look at all the words that are underlined in the letter you have read. Decide which is formal and which is informal. Then place each one in the appropriate column.



ANSWER THE FOLLOWING:

What could be another word for informal language? Select one of these words:

_____

dialect, casual, foreign

List three situations in which informal language would be appropriate:

_____

_____

_____

Based on what was discussed in class, can you give an explanation for the development of formal and informal forms of speaking and writing?

_____

_____

_____

_____

_____

_____

_____

_____

72

ANSWER KEY

ANSWER THE FOLLOWING:

What could be another word for informal language? Select one of these words:

casual

dialect, casual, foreign

List three situations in which informal language would be appropriate:

Accept all logical situations

Based on what was discussed in class, can you give an explanation for the development of formal and informal forms of speaking and writing?

This is a divergent question.

Accept any logical and consistent explanation regarding the development of formal and informal forms of speaking and writing that are based on the classroom discussion.

# HOME and COMMUNITY

The students may ask their parents to help them identify and describe at least 10 ways in which people have communicated, communicate or may communicate in the future. These methods can then be discussed in class. For example:

Method 1.

Smoke signals were used by American Indians (First Americans). They covered the fire with a thick blanket and then lifted it at distinct intervals.

Method 2.

Many groups of people have used drums to communicate. Usually drums were made of skin stretched over hollow logs.

# EVALUATION

Classify the underlined words as either being formal or informal. Place them under the appropriate column.

"Rebeca Salas and her sister Maruca was in Chicago last week," said Lidia Santos excitedly over the telephone.

"Really?" exclaimed Miriam Tamez sounding far away.

"Yeah, and Roberto took the train there this week," added Lidia.

"Well, now the whole clan is here," responded Miriam.

"Ay, bendito" said Lidia. "Whatcha gonna do with all them people there?"

"Nothing more than put them all up for a week or so until this telegraph conference is over," sighed Miriam.

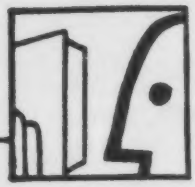
"You seem so happy to have some company, I might just pack my bags and go over myself," said Lidia. "Then you'll have all the gang over."

| FORMAL | INFORMAL |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Give an example of something you read that is written in formal language.

_____ 75

_____



# EVALUATION

Give an example of something you read that is written in informal language.

_____

_____

_____

Explain the development and use of formal and informal forms of communications based on classroom discussion.

_____

_____

_____

_____

_____

_____

Change the following words to their counterpart:

| FORMAL | INFORMAL |
|---|---|
| have not | _____ |
| _____ | isn't |
| will not | _____ |
| _____ | don't |

# EVALUATION

ANSWER KEY

Classify the underlined words as either being formal or informal. Place them under the appropriate column.

"Rebeca Salas and her sister Maruca was in Chicago last week," said Lidia Santos excitedly over the telephone.

"Really?" exclaimed Miriam Tamez sounding far away.

"Yea, and Roberto took the train there this week," added Lidia.

"Well, now the whole clan is here," responded Miriam.

"Ay, bendito" said Lidia. "Whatcha gonna do with all them people there?"

"Nothing more than put them all up for a week or so until this telegraph conference is over," sighed Miriam.

"You seem so happy to have some company, I might just pack my bags and go over myself," said Lidia. "Then you'll have all the gang over."

| FORMAL | INFORMAL |
|---|---|
| excitedly | was |
| Really? | yeah |
| exclaimed | clan |
| took | Whatcha |
| put them | gonna |
| until | all them |
| pack | you'll |
| | gang |

Give an example of something you read that is written in formal language.

Accept all logical and consistent responses.

77

# EVALUATION

ANSWER KEY

Give an example of something you read that is written in informal language.

Accept all logical and consistent responses.

Explain the development and use of formal and informal forms of communications based on classroom discussion.

Accept any logical explanation which reflects classroom discussion.

Change the following words to their counterpart:

| FORMAL | INFORMAL |
|---|---|
| have not | haven't |
| is not | isn't |
| will not | won't |
| do not | don't |

# COMPONENT II

## Section Three

# Section Three

56

# The Colorful World of Communications and Media

## Learning Objective

*Given a written exercise with a Communication and Media focus, the student will select and supply the correct verb. The students will perform with 70% accuracy on the component assessment.*

## Key Words

receiver
dials
automatically
collect call
area code
Caribbean
cable
mainland
rates
long distance
operators
line persons
computer analyst
programmers
installers

## Materials

narrative

exercise sheet

## Domains and Levels

**Cognitive:** Knowledge, Comprehension, Application, Analysis

**Affective:** Receiving, Responding

81

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - The teacher may make sufficient copies of the narrative for each of the students.

*STEP II* - A discussion may be initiated about communicating with others. A prop such as a telephone can serve as a motivator. The teacher may have the students discuss how a telephone has developed from a luxury to a necessity.

*STEP III* - The students review the Key Words with the teacher until they feel familiar with them.

*STEP IV* - The teacher may read the narrative aloud and have the students follow along with their copies.

*STEP V* - It should be explained to the students that they are to read carefully and be conscious of the correct use of the verbs.

*STEP VI* - If there is doubt as to what a verb is or about some verb features, a quick review might be useful at this point.

*STEP VII* - The copies of the first narrative should be collected and the second version handed out. The students are to complete this exercise with as little help as possible.

*STEP VIII* - Several answer keys may be provided for the students to check themselves. The teacher should remind the students to remain honest.

*STEP IX* - The teacher may make enough copies of the final evaluation and have the students complete it to the best of their ability.

*STEP X* - The Home and Community section is optional and may be assigned if there is sufficient time.

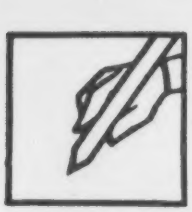
# STUDENT ACTIVITY MATERIAL

The Phone Call

This Saturday, Roberto picks up his phone receiver and dials 1-809-842-4739. He is calling his sister in Ponce, Puerto Rico.

While he is making his call, let's look closer at what happens so that this call is automatically being charged by the telephone computer to Roberto's home number. If the number dialed had been a 0 (zero), the operator would have come on the line and asked Roberto, "May I help you?" If this had been the case, Roberto would have had two choices. He could have told the operator that he wanted to make a collect call, or he could have the call charged to a credit card number.

83



Now, let's look at the number again.--1-809-842-4739. The 809 is what is called an area code. This number helps the telephone company to route the call to the Caribbean. All of the United States and most parts of the world are divided into area codes. Finally, the last seven numbers make up his sister's telephone number. If he were in Ponce, Roberto would only have to dial 842-4739.

The phone call that Roberto has just placed is made through cable. This means that there is a very long cable stretched underwater between the United States mainland and Puerto Rico. This cable carries many phone calls at one time.

Other places around the world can be reached through satellites. These will be used more and more in the future.

Roberto is calling on a Saturday because the rates are less than during the week.

Finally after three rings his sister answers.

"Bueno. Oh, it's you, Beto. I was also thinking about calling you because Mamí's birthday is next week. I'm thinking of having a small fiesta for her." So goes the conversation.

To provide this kind of long distance communication, there are many people behind the scenes. Some of these people work as operators, line persons, computer analysts and programmers, troubleshooters and installers.

Roberto and his sister finish their conversation. "Well, Betito, I'll see you soon. ¡Adiós!" The last sounds to come over the phone are those of Roberto's sister sending love and kisses.

"Goodbye!" says Roberto. Looking at the receiver and smiling to himself Roberto says, "Only through the technology of modern communications can one enjoy a kiss from one's relatives two thousand miles away."

DIRECTIONS:

The following is similar to the narrative you have just read. Put away the first narrative and try your hand at communicating.

The following narrative has some verbs left out. Next to the blank you will find two or three choices. Fill in the blanks with the most correct word in the parentheses.

This Saturday, Roberto picks up his phone receiver and _____ (dials, dialed) 1-809-842-4739. He is calling his sister in Ponce, Puerto Rico.

While he is _____ (makes, made, making) his call, let's look closer at what happens. What does the 1 in the 1-809-842-4739 stand for. Well, this _____(meant, means, mean) that this call is automatically _____(be, been, being) charged by the telephone computer to Roberto's home number. If the number _____(dial, dialed, dials) had been 0 (zero), the operator would have come on the line and _____ (ask, asked, asking) Roberto, "May I help you?" If this _____(has, are, had) been the case, Roberto would have had two choices. He could _____ (had, have) told the operator that he _____(want, wants, wanted) to make a collect call, or he could have the call charged to a credit card number.

Now, let's look at the number again ---1-809-842-4739. The 809 is what is _____(calls, called, calling) an area code. This number helps
86 the telephone company to route the call to the Caribbean. All of the United

States and most parts of the world are _____(divides, dividing, divided) into area codes. Finally, the last seven numbers make up his sister's telephone number. If he were in Ponce, Roberto _____(did, can, would) only have to dial 842-4739.

The phone call that Roberto _____(have, has, had) just placed is made through cable. This means that there is a very long cable _____ (stretch, stretched, stretches) underwater between the United States mainland and Puerto Rico. This cable carries many phone calls at one time.

Other places around the world can be _____(reached, reaches, reach) through satellites. These will be used more and more in the future.

Roberto is calling on a Saturday because the rates _____(are, is, was) less than during the week.

Finally after three rings, his sister answers.

"Bueno? Oh, it's you, Beto. How _____(is, are, was) you? I'm so glad to hear from you. I was also thinking about calling you because Mamí's birthday is next week. I'm thinking of _____(have, having, had) a small fiesta for her." The conversation continues.

To provide this kind of long distance communication, there are many people _____(working, worked, works) behind the scenes as operators, line persons, computer analysts and programmers, troubleshooters, and installers.

Roberto and his sister _____(finished, finishing, finish) their conversation.

"Well, Betito, I'll see you soon. ¡Adiós!" The last sounds to _____ (came, coming, come) over the phone are those of Roberto's sister _____[87].

(sent, sending, send) love and kisses.

"Goodbye." says Roberto. Looking at the receiver and _____ (smiled, smile, smiling) to himself Roberto says, "Only through the technology of modern communications_____(could, can, should) one enjoy a kiss from one's relatives two thousand miles away."

Answer Key

DIRECTIONS:

The following is similar to the narrative you have just read. Put away the first narrative and try your hand at communicating.

The following narrative has some verbs left out. Next to the blank you will find two or three choices. Fill in the blanks with the most correct word in the parentheses.

This Saturday, Roberto picks up his phone receiver and __dials__ (dials, dialed) 1-809-842-4739. He is calling his sister in Ponce, Puerto Rico.

While he is __making__ (makes, made, making) his call, let's look closer at what happens. What does the 1 in the 1-809-842-4739 stand for. Well, this __means__ (meant, means, mean) that this call is automatically __being__ (be, been, being) charged by the telephone computer to Roberto's home number. If the number __dialed__ (dial, dialed, dials) had been 0 (zero), the operator would have come on the line and __asked__ (ask, asked, asking) Roberto, "May I help you?" If this __had__ (has, are, had) been the case, Roberto would have had two choices. He could __have__ (had, have) told the operator that he __wanted__ (want, wants, wanted) to make a collect call, or he could have the call charged to a credit card number.

Now, let's look at the number again ---1-809-842-4739. The 809 is what is __called__ (calls, called, calling) an area code. This number helps the telephone company to route the call to the Caribbean. All of the United

89

States and most parts of the world are divided (divides, dividing, divided) into area codes. Finally, the last seven numbers make up his sister's telephone number. If he were in Ponce, Roberto would (did, can, would) only have to dial 842-4739.

The phone call that Roberto has (have, has, had) just placed is made through cable. This means that there is a very long cable stretched (stretch, stretched, stretches) underwater between the United States mainland and Puerto Rico. This cable carries many phone calls at one time.

Other places around the world can be reached (reached, reaches, reach) through satellites. These will be used more and more in the future.

Roberto is calling on a Saturday because the rates are (are, is, was) less than during the week.

Finally after three rings his sister answers.

"Bueno? Oh, it's you, Beto. How are (is, are, was) you? I'm so glad to hear from you. I was also thinking about calling you because Mamí's birthday is next week. I'm thinking of having (have, having, had) a small fiesta for her." The conversation continues.

To provide this kind of long distance communication, there are many people working (working, worked, works) behind the scenes as operators, line persons, computer analysts and programmers, troubleshooters, and installers.

Roberto and his sister finish (finished, finishing, finish) their conversation.

"Well, Betito, I'll see you soon. ¡Adios!" The last sounds to come
90 (came, coming, come) over the phone are those of Roberto's sister sending

(sent, sending, send) love and kisses.

"Goodbye." says Roberto. Looking at the receiver and smiling (smiled, smile, smiling) to himself Roberto says, "Only through the technology of modern communications can (could, can, should) one enjoy a kiss from one's relatives two thousand miles away."

# HOME and COMMUNITY

## Colorful Language

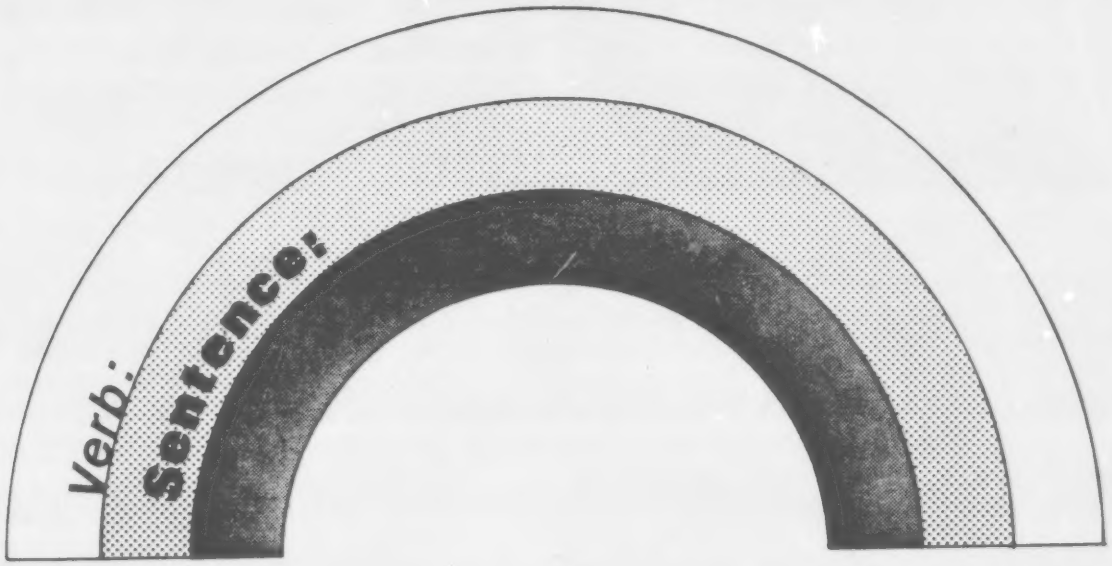
The students may ask their parents and neighbors to help them make a list of colorful verbs and sentences which may or may not be standard English. The following are two examples:

1. He is a real turkey
2. Hey man, what's happening!

The students could make a copy of the lyrics of one of today's most popular songs. Then, they should underline the sentences that show examples of the use of colorful language and present it to the teacher.

# HOME and COMMUNITY

Colorful Language

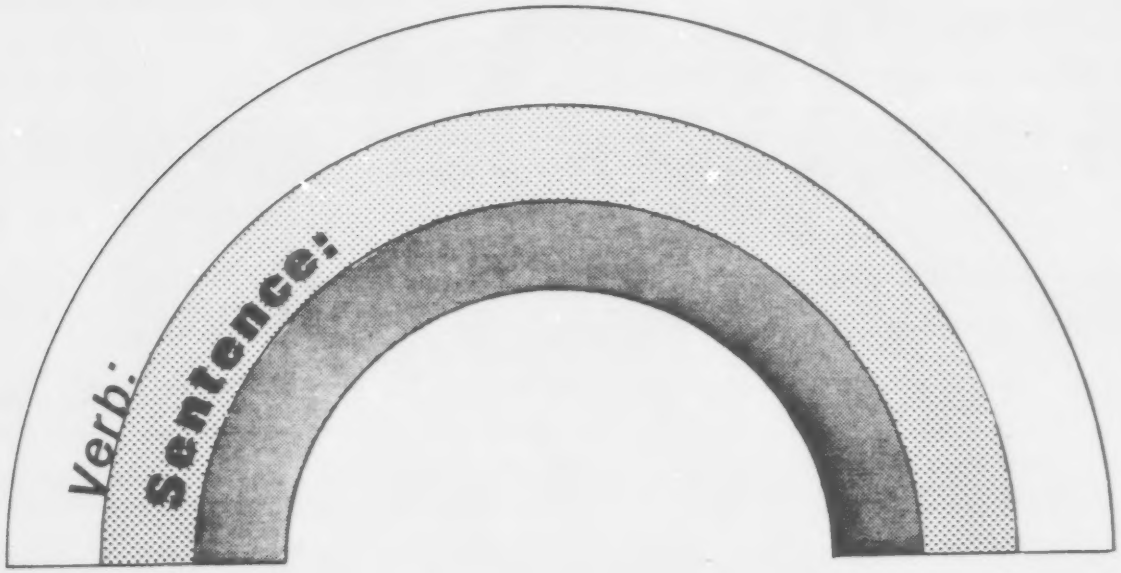


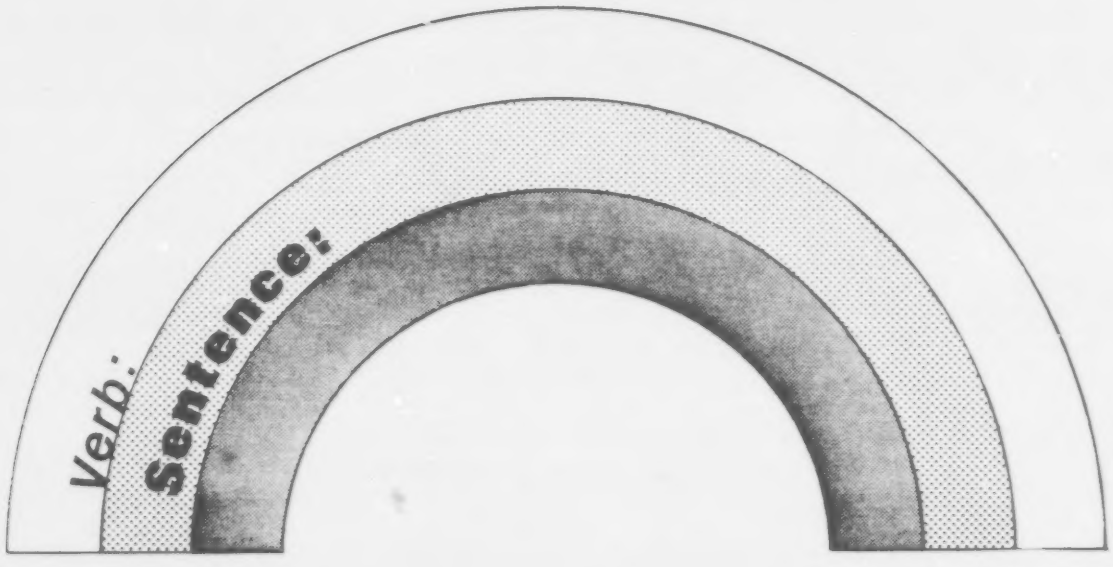
Note: Color in the rainbows
Keep colors light so they can be read.

93

# HOME and COMMUNITY

Colorful Language




Note: Color in the rainbows
Keep colors light so they can be read.

94

# EVALUATION

DIRECTIONS:

The following is a narrative about some of the people and careers in the movie industry. Some of the verbs have been left out.

Fill in the blanks with the word or words that best complete the thought.

Choose the words from this list.

List of possible words to use.

is

are

was

should

take

hurt

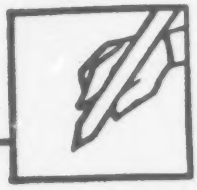
create

work

explore

get

Remember, some of these words may be used several times.



# EVALUATION

The movie industry _____ not only a world of glamour and bright lights. It _____ many other sides to it.

For example let's take Alex Gómez. He _____ a director. He _____ to closely work with producers and associate directors.

Then there _____ Bianca Juarez. She is a make-up artist. She sometimes _____ to create the illusion of age on a very young actor's face or _____ many other special effects.

Bianca _____ to coordinate her talent with that of the costume designers. They both must _____ hand in hand to produce a certain effect.

Then there is Rodolfo and Hilda. Both these people _____ stunt artists. Rodolfo's last assignment _____ to jump out of a burning car.

Hilda and he must _____ extra care so as not to _____ themselves.

Think of those special shots and you _____ be thinking of special effects camera persons like Rodolfo.

He and many others in the film laboratories work very hard to _____ the right angle and color.

There _____ many interesting and exciting careers in the movie industry so why don't you _____ further. Lights! Camera! Action!

# EVALUATION

ANSWER KEY

DIRECTIONS:

The following is a narrative about some of the people and careers in the movie industry. Some of the verbs have been left out.

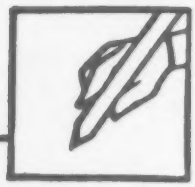
Fill in the blanks with the word or words that best complete the thought.

Choose the words from this list.

List of possible words to use.

- is
- are
- was
- should
- take
- hurt
- create
- work
- explore
- get

Remember, some of these words may be used several times.



# EVALUATION

ANSWER KEY

The movie industry ___is___ not only a world of glamour and bright lights. It ___has___ many other sides to it.

For example let's take Alex Gómez. He ___is___ a director. He ___has___ to closely work with producers and associate directors.

Then there ___is___ Bianca Juarez. She is a make-up artist. She sometimes ___has___ to create the illusion of age on a very young actor's face or ___create___ many other special effects.

Bianca ___has___ to coordinate her talent with that of the costume designers. They both must ___work___ hand in hand to produce a certain effect.

Then there is Rodolfo and Hilda. Both these people ___are___ stunt artists. Rodolfo's last assignment ___was___ to jump out of a burning car.

Hilda and he must ___take___ extra care so as not to ___hurt___ themselves.

Think of those special shots and you ___should___ be thinking of special effects camera persons like Rodolfo.

He and many others in the film laboratories work very hard to ___create___ the right angle and color.

There ___are___ many interesting and exciting careers in the movie industry so why don't you ___explore___ further. Lights! Camera! Action!

# Component 3

Section One

Section Two

Section Three

# FINE ARTS AND HUMANITIES

# OVERVIEW

The component is designed to give students the opportunity to link the world of work, especially Fine Arts and Humanities careers, with Language Arts Skills. Component 1 deals with listening - speaking skills in a work related activity which involves the rejection or acceptance of new ideas through the use of humorous language in captioning a cartoon. Component 2 deals with reading skills. Students will select the most appropriate meaning for a word in a given context from multiple meanings. Component 3 deals with writing skills in the context of creating written compositions from entries in a diary.

# GOALS

LISTENING: SPEAKING — The students will assign meaning to sounds and language, and will narrate an event using humorous language while rejecting or accepting new ideas.

READING: — The students will select the most appropriate meaning for a word from multiple meanings.

WRITING: — The student will create written compositions from entries in a diary.

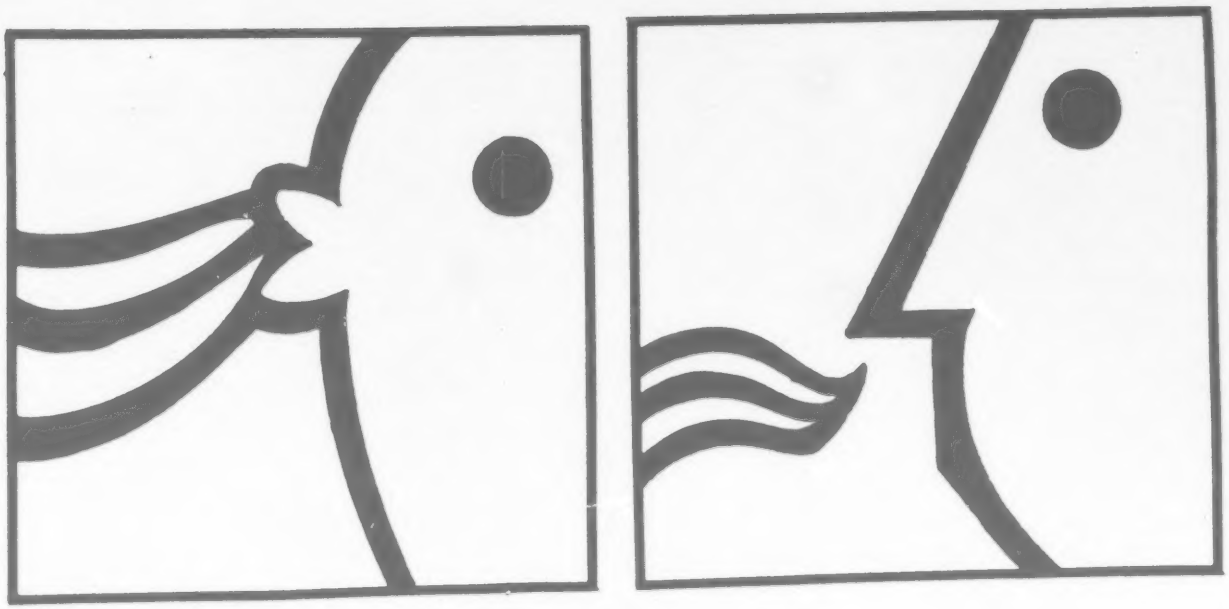
# LEARNING SECTIONS

*SECTION 1:* *Late Again!*

*SECTION 2:* *But, Judge...!*

*SECTION 3:* *A Trip Through Scandinavia*

101



# COMPONENT III

## Section One

# Section One
# Late Again!

## Learning Objective

*Given a narrative about a career in Fine Arts and Humanities, the students will assign meaning to pertinent sounds and language in a listening activity and will narrate an event by captioning a cartoon using humorous language in a speaking activity while rejecting or accepting new ideas, according to the criteria of the teacher.*

## Key Words

- acoustic bass
- big band
- obstacles
- snooze alarm
- rehearsal
- pacing

## Domains and Levels

**Cognitive**: Knowledge, Application, Analysis, Synthesis

**Affective**: Responding, Valuing

## Materials

- copy of checklist
- copy of each cartoon

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - The teacher should make enough copies of the checklist and the cartoons for each of the students. These are essential to the listening - speaking activities. The students may also contribute to this list.

*STEP II* - The teacher may discuss the concept of assigning meaning to pertinent sounds. Giving examples and listing them on the board would be helpful to the students. The following list provides examples:

1. The brakes of a car squealing loudly - probably means that the car just avoided hitting something or someone.
2. A needle going across a record - probably means that either someone isn't being careful with his records or that the needle is probably worn.
3. Three short bells sound at school - probably means there is a fire or a fire drill.

*STEP III* - The teacher should read the narrative aloud after explaining that the students are to listen for instances in which these sounds are heard in the narrative. The students should be instructed to check for each sound as it is read on the checklist in order to remember which sounds were, in fact, mentioned.

*STEP IV* - After listening and checking the checklist, the students should be asked which sounds were mentioned in the narrative. The teacher should go back over the narrative and reinforce the sounds by placing emphasis on them. Students should correct the mistakes on their copies and also be able to tell what the sounds indicate.

*STEP V* - This step involves a discussion of the concept of rejecting or accepting ideas. A suggestion for starting this discussion is to relate it to the narrative, ie, asking the last question in the narrative and having the students offer alternative solutions. Another direction to take would be the discussion of Alan's chronic lateness.

*STEP VI* - The teacher should discuss with students the concept of narrating events using various elements of humor, especially captioning a cartoon humorously. It should be emphasized that humor must be a personal humor, and must never be copied from another source. The students should then be guided into the speaking activity.

*STEP VII* - The teacher should instruct the students to study the cartoons carefully noting the type of job that each character does. Any questions should be clarified at this point. The students should then present their humorous captions to the rest of the class orally. Evaluation of this step will be determined by the amount of work done, and the originality of the humorous caption. The students may choose one cartoon to caption.

# IMPLEMENTATION GUIDELINES

*STEP VIII* - Discussion of the roles of archaelogists, visual artists, and musicians could be initiated, as time permits, and other careers in the Humanities and Fine Arts can be mentioned.

*STEP IX* - The Home and Community activity is optional, to be completed if time allows, or as homework.

*STEP X* - Evaluation - The checklist may be used for evaluation, but most of the evaluation will be based on class participation and on evaluation of the cartoon captioning, using the criteria in step VII.

# STUDENT ACTIVITY MATERIAL

Late Again!

Alan Silva prepared, trained and practiced many hours every day in order to become a musician. He plays the acoustic bass in his own jazz big band, and to reach the top, he's had to overcome obstacles. He still has one major obstacle to contend with. Guess what is it?

It's ten o'clock in the morning, and the snooze alarm has rung four times already.

"Omigosh," Alan thinks, "I'm late!"

Practice begins at 10:30, and it's all the way across town. He puts his bass in the car, jumps in, turns on the key, and the engine just sits there and coughs.

"No time to fool with this old bomb," he thinks, "I have to catch the bus!"

Running to the corner, which is no fun with a big bass, he hears the rumble of the bus as it pulls away. "What am I gonna do now?" he almost asks out loud.

"Alan! Say, Alan! Over here!"

"Huh, who said that?" Alan wonders.

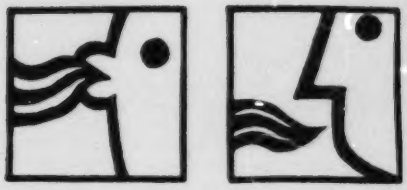
"You need a ride?" Alan hears. He looks, and across the street, he can hear the roar of Janet's motorcycle.

"Sure, if I can take my bass!" Alan yells, as he runs across the street. Somehow, they manage to load up and off they go across town. A short time later they arrive at the rehearsal room, and Alan walks up to the door.

"That's funny; I don't hear music, he thinks." "It can't be a surprise party because it's not my birthday."

As he gets to the door, he sees a note:

"We couldn't wait for you any longer," it says," so we left." Now all Alan hears are his own footsteps, pacing around and his bass, as Janet pulls the strings.



Do you think they were right to leave?

Checklist

Write yes if the sound was mentioned in the narrative. Write no if it wasn't.

_____ 1. He hears his own footstepts.

_____ 2. The bus pulls away.

_____ 3. A friend says "hi."

_____ 4. Eggs and bacon are crackling in the pan.

_____ 5. The shower is turned on.

_____ 6. The bus rumbles.

_____ 7. The alarm rings.

_____ 8. The car coughs.

_____ 9. The motorcycle roars.

_____ 10. He hears a drawer opening.

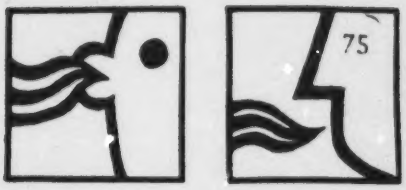
_____ 11. He hears no music.

_____ 12. His bass makes a sound.

## Checklist Key

### Answers

1. yes
2. yes
3. yes and no, can depend on personal outlook.
4. no
5. no
6. yes
7. yes
8. yes
9. yes
10. no
11. yes
12. yes




The following cartoons are to be used with Step VIII, in the Implementation Guidelines and are to be captioned humorously by the students.

CAPTION: _____

_____

CAPTION: _____

_____

CAPTION: _____

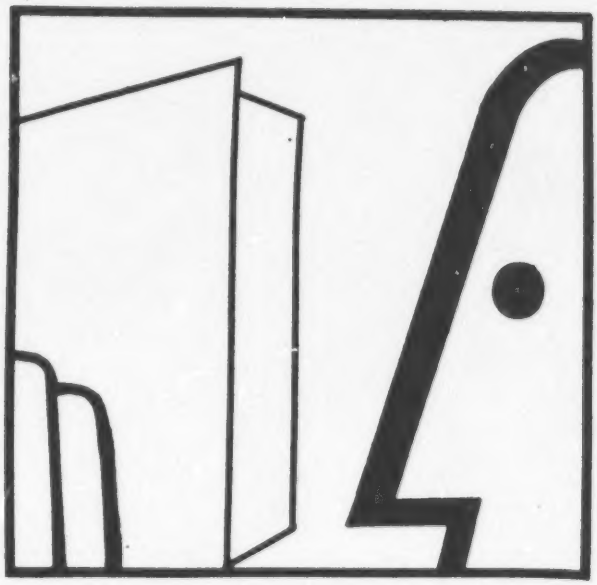
_____

# HOME and COMMUNITY

The students may interview a musician, artist, or archaelogist and bring back results to the class.

Possible questions for the interview:

1. What type of education is necessary to do the job?
2. How much time does the job take?
3. What kind of schedule is necessary?
4. Are the salary or wages sufficient to make a good living?
5. What comments would you have for students concerning a careers?



# COMPONENT III
## Section Two

# Section Two

# But, Judge...!

## Key Words

. architect

. occupation

. reckless

. credits

. animators

## Learning Objective

*Given a dialogue related to careers in Fine Arts and Humanities, the students will read and select the most appropriate meaning for a word in a given context with 70% accuracy on the component evaluation.*

## Materials

. copy of the dialogue

. two copies of worksheet

. copy of evaluation

## Domains and Levels

**Cognitive**: Knowledge, Comprehension, Analysis

**Affective**: Responding, Valuing

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - Since this is primarily a reading activity, the instructor should have sufficient copies made of the activity materials.

*STEP II* - The teacher should explain to the students that the main thrust of this component is reading and that they will be expected to read carefully.

*STEP III* - The teacher may initiate a short discussion and explanation of the responsibilities and job descriptions of careers related arquitecture. Examples:

. arquitect - (001.081) master coordinator for designing and supervising building construction projects.

. urban planner - (199.168) develops comprehensive plans for growth and revitalization of urban areas.

. architectural draftsman - (001.281) draws designs used to plan structural and architectural features on buildings.

The teacher may also explain the necessities of understanding the function of those people.

*STEP IV* - The teacher should then tell the students to read the selections while instructing them to notice the italicized words and their meanings.

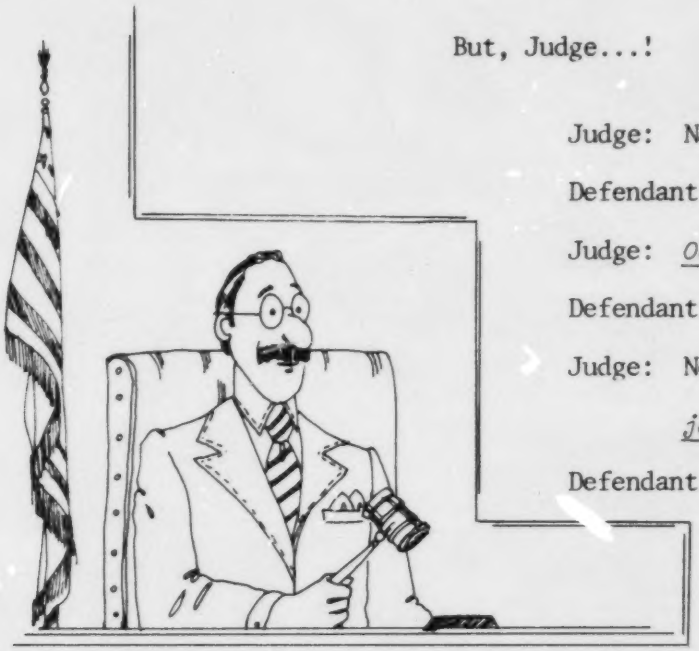
*STEP V* - When all the students are through reading the dialogue, the teacher should ask for volunteers to explain the meaning of each italicized word, as well as the key words. The instructor should then correct any mistakes students may make.

*STEP VI* - The students should be instructed to turn to the Worksheet and choose the most appropriate meaning for a word in the given context from the two definitions. Once they are finished, the mistakes should be corrected and discussed to clarify any problems.

*STEP VII* - Evaluation: The students should rework the worksheet, using the Evaluation narrative; that should be counted as half of the evaluation. The second half will be comprised of student answers to questions. Since this is a reading component, the quality of the students' reading will be measured by the number of correct answers.

*STEP VIII* - The Home and Community activity is optional, to be assigned as time permits.

# STUDENT ACTIVITY MATERIAL



But, Judge...!

Judge: Name?

Defendant: Alphonso Johnson

Judge: *Occupation?*

Defendant: *Architect*

Judge: Now, how did you get in this *jam?*

Defendant: Well, Judge, I *cycle* to work every morning, and I usually *cut* in and out of traffic. I was *about* to go around a car, and the car behind didn't *watch* what he was doing. The car almost hit me, but I happen to *duck* just in time.

Judge: Go on.

Defendant: I fell, broke my hand, and lost my *ring*. Now I can't work until my hand heals, because as you know, architects draw all the time. I want this *court* to *charge* the driver with *reckless* driving.

Judge: How long did you go to school to become an architect?

Defendant: I graduated from high school and went to college for five years and decided to *press* hard to be an architect.

Judge: And in all those years you didn't learn to obey traffic *rules* even on a bicycle?

Defendant: Yes, but...

Judge: Case dismissed !

Student Worksheet

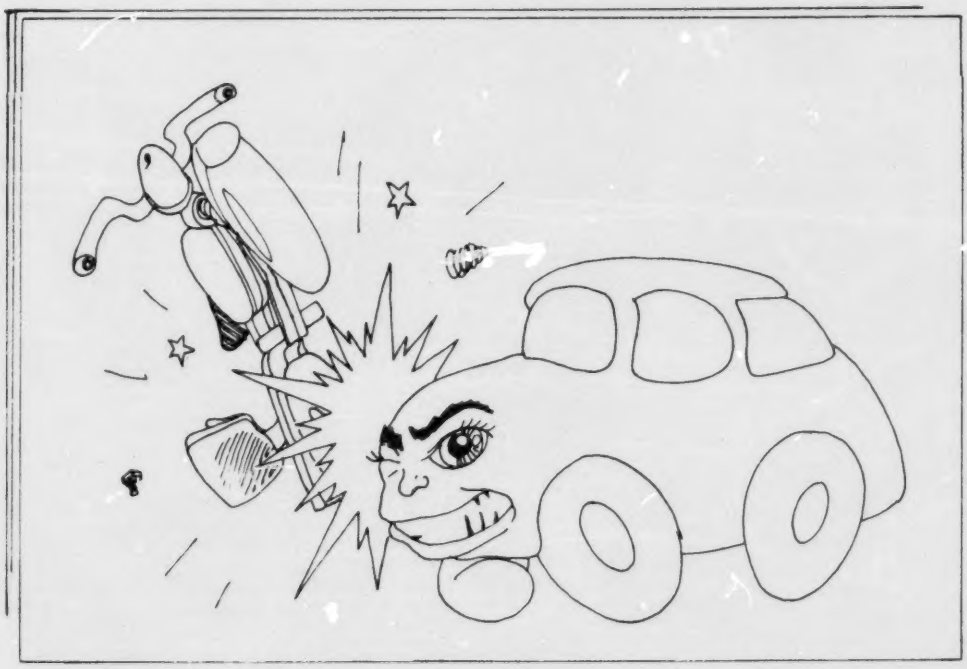
| | | |
|---|---|---|
| _____ 1. | jam | a. difficult situation |
| | | b. jelly |
| _____ 2. | cycle | a. period of time |
| | | b. ride a bicycle |
| _____ 3. | cut | a. slice with a knife |
| | | b. to pass cars |
| _____ 4. | about | a. getting ready to |
| | | b. tells of |
| _____ 5. | watch | a. machine that keeps time |
| | | b. pay attention to |
| _____ 6. | duck | a. a swimming bird |
| | | b. get out of the way |
| _____ 7. | ring | a. to make the sound of a bell |
| | | b. metal finger band |
| _____ 8. | court | a. place where a judge decides cases |
| | | b. a place to play basketball |
| _____ 9. | charge | a. buy something now, but pay for it later |
| | | b. accuse |
| _____ 10. | press | a. to work hard |
| | | b. to iron some clothes |
| _____ 11. | rules | a. to draw straight lines |
| | | b. laws |

Worksheet Answer Key

1. a
2. b
3. b
4. a
5. b
6. b
7. b
8. a
9. b
10. a
11. b

# HOME and COMMUNITY

To have the students watch television more creatively, it is necessary for them to notice more than is apparent to the eye. Have the students watch their favorite cartoon (s) and have them list the names of the cartoonists for these particular shows. The teacher should remind them that cartoonists for television are more often known as animators. The students should be reminded also that it may take several viewings to get all the names, because credits (this term should also be explained) run by so fast. That falls right in line with rejecting or accepting new ideas: Should credits go by more slowly so that credits truly become "credits"?



# EVALUATION

Read the following story carefully and then answer the questions.

Cartoons and Toast

The alarm clock is about to ring, so James Downing decides to press the button to keep it from disturbing his wife. He gets up and makes some coffee and toast, and he takes the jam out of the refrigerator. When the toast pops up, he wants to cut it in half, but he can't find a knife. He thinks it looks neater in half. After all, the head cartoonist for Trans - Film Productions must keep everything neat.

"Where is my watch?" he asks himself.

"Oh, yes", he remembers,"I played basketball yesterday and someone stole it when I was on the court. I guess I'll have to charge a new one at Jason's Jewelers. That's the only way I can afford it. My wife always tells me I go through cycles of losing things all the time."

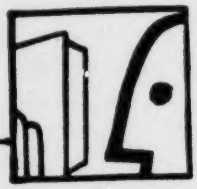
James decides that today he's going to finish that cartoon for the story about a duck who is always asking everybody what time it is.

"That sounds just like somebody I know," he chuckles to himself.

He covers the toast with jam.

"After all, a cartoonist must be neat!" he thinks.

125



# EVALUATION

Questions

1. Why does James press the button?

2. One of the careers in the Fine Arts is being a cartoonist. What do you think a cartoonist's job is?

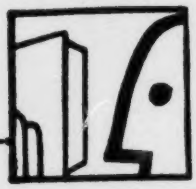
3. Do you think someone stole his watch, or do you agree with his wife who thinks he lost it? What is your reason for thinking that way?

4. Is it good to be neat? When do you feel it is all right not to be so neat?

5. What is the cartoon about?

6. Do you still watch cartoons on TV? At what age do you think a person is too old to watch cartoons? Why do you feel that way?

7. When James says, "That sounds like somebody I know," who is he thinking about?



# EVALUATION

8. Why does he keep telling himself that a cartoonist must be neat? Is that good? Why?

# EVALUATION

Evaluation Worksheet Key

1. To keep the alarm from ringing.
2. To draw cartoons (students should expand on this).
3. Answers may vary, but must have good reasoning.
4. Answers may vary, but accept all that are logical.
5. A duck that is always asking for the time.
6. Answers may vary.
7. Possibly himself.
8. Answers may vary.

# COMPONENT III
## Section Three

# Section Three
# A Trip through Scandinavia

## Learning Objective

*Given a narrative about a news photographer, the students will create written compositions from entries in a diary while rejecting or accepting new ideas with 70% accuracy.*

## Key Words

- promoted (promotion)
- foreign correspondent
- Scandinavia
- snoop
- bureau
- fjords

## Materials

- copy of diary and narrative

## Domains and Levels

**Cognitive**: Knowledge, Synthesis

**Affective**: Valuing, Organization

# IMPLEMENTATION GUIDELINES

Time: *45 Minutes*

*STEP I* - The teacher should remind the students that this is a writing activity and that they should be ready to write.

*STEP II* - Each student should have a copy of the narrative and the diary sheet.

*STEP III* - The students should be instructed on what they are expected to do as soon as the activity material is handed out, as follows:

a. The teacher will read the narrative aloud. The student will follow along.

b. Before reading the diary, the teacher will explain the uses and practicalities of keeping journals and diaries. Any questions should be answered.

c. The teacher will read the diary aloud. The teacher should use expressive gestures and intonations so that the students understand the excitement. Also stressed should be the section that explains that Jenny is going against her mother's wishes. Do students agree or disagree?

d. Now the students are ready to write their composition. The compositions should be an extension of what the diary is talking about. For example:

1. Students could write a story based on the action in the diary.

2. Students could write a dialog based on any section of the diary, especially encounters between Jussi and Jenny.

3. Students could write a "travelogue", describing the physical features of what they are "seeing" on the trip with Jenny.

Compositions should be no less than one page and no more than one and a half pages in length.

*STEP IV* - After reading the instructions, the teacher should proceed with the narrative and the discussion about ledgers and diaries.

*STEP V* - While students are busy proceeding with the writing, the teacher should give individual attention to students to make sure there are no problems.

# IMPLEMENTATION GUIDELINES

*STEP VI* - When students are through they will hand in their completed compositions.. At this point the teacher may choose to discuss the roles of news - related careers, as well as other relationships. The topic can be brought up by asking whether it is right for a female to call a male on the phone (an idea which older generations disapprove of) as well as other aspects of male - female relationships.

*STEP VII* - Evaluation - The evaluation will be based on the grammar, spelling, punctuation and originality of students work.

*STEP VIII* - Home and Community
This activity is optional and may be assigned as homework over the weekend.

# STUDENT ACTIVITY MATERIAL

A Trip through Scandinavia

Jenny Shamaly works in Washington D.C., with the APS, the American Press Service. The APS is a company that covers some of the important world news for a chain of newspapers all across the U.S., and Jenny works as a news photographer.

135

In the past few months, Jenny has become so good at taking important news photographs that she has been promoted to foreign correspondent. This is a job she had always dreamed about.

Her first assignment after her promotion was to cover the President's trip to Scandinavia last month. She decided that after covering the President's every move in Norway, Sweden and Finland (where he met with some Soviet leaders) she would ask her boss for some time off to explore Scandinavia. The boss agreed to let Jenny stay for two more weeks, and Jenny decided to keep a diary of what she did. She also bought a map and marked the places she had been to. How would you like to snoop in her diary? I know I would!

SUNDAY — President left today for U.S. Am in Bergen, Norway. Spent 1 night with friends from APS Bureau/ Went out to eat at local restaurant. Food was delicious! Look out Oslo, here I come!

MONDAY — Traveled by train to Oslo, my dream city. Met nice young man on train (from Helsinki). His name is Jussi H Öppola (hope I spelled that right.) Nice chat. Arrived in Oslo late afternoon (Jussi is staying at same place I am.) Room 132.

TUESDAY — Awakened late in the morning by call to my hotel room. Guess who? Right! Jussi! Jussi! Knows Oslo well; asks me to eat lunch with him. We visit some museums. Go to Club 7, Oslo's most famous jazz club. Fabulous day.

WEDNESDAY — Mom always told me that "girls" are not supposed to call "men", but I really like Jussi - so, I called to wake him up. Went to eat breakfast. Convinced Jussi to accompany me to Helsinki. Turns out he was covering President's trip too! For "Journal Suomi", his newspaper. Went dancing, in evening.

THURSDAY — I think I really like Jussi! Do you know what I mean! It's been like a dream. Today, took train to Göteborg, Sweden. Norway and Sweden are such beautiful countries! Crossed many fjords today. Checked in hotel.

# HOME and COMMUNITY

The student can look through old and current newspapers and magazines that show particularly good photographs taken by news photographers and can cut them out and mount them on paper. The student may then become familiar with the story behind the pictures and show them to the class, explaining the story as it happened.

The student can look through newspapers and magazines as in option A, but may hunt out stories from foreign countries as reported by foreign correspondents. The student may become familiar with the story and report it to the class.

# EVALUATION

Choose one of the following topics and write a one page composition.

"Girls Shouldn't Call Boys"

"My Trip to _____"

"News Photography: An Exciting Career"

# EVALUATION

Answer Key

Accept all logical paragraphs. Students should produce writing that is grammatically correct.